

READING EXERCISES

A Work Book

For Grade Six

(SENIOR THIRD---ONTARIO)

Prepared by

**J. E. BROWN
H. H. MACKENZIE
E. W. REID
R. S. SHERMAN
R. P. STEEVES
T. W. WOODHEAD**

(Fourth Edition)

DESK COPY

TORONTO AND VANCOUVER

J. M. DENT & SONS, (Canada) LIMITED

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ALDINE HOUSE, 224 BLOOR STREET W., TORONTO
ALDINE HOUSE, 1300 ROBSON STREET, VANCOUVER

Foreword.

To the Teacher:

This book is designed to provide children of Grade VI. with a series of selections suitable for silent reading, each followed by thought-provoking questions designed to lessen the work of the teacher in developing in the children the ability to read carefully and to obtain exact mind-pictures from the printed page.

It is primarily a work-book in which children write their answers. The type of question asked and the typographical arrangement lend themselves to ease in the checking of answers. This may usually be done by the children themselves.

Although the book aims to assist in developing ability in silent reading, it may be well for the teacher to work one or two exercises with the children, for this is a teaching and not a testing book. Many of the exercises, however, will be found to be excellent tests of reading ability.

Careful supervision on the part of the teacher will undoubtedly result in a development of pride on the part of the child in the neatness of his book as he progresses from exercise to exercise. His vocabulary will be increased and he will very soon work quite independently.

Discussion of answers, calling for the child's reason for the answer chosen, will increase the value of the book from the standpoint of reasoning development.

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READING EXERCISE No. 1.

Violent—furious
Acadians—people who lived in
Acadia or Nova Scotia
Occurred—happened
Features—qualities
Mantle—covering
Belated—later than usual

Hover—cover, hang over
Anthem—a religious song of
many parts
Harmony—music
Frolic—joyous celebration
Landscape—surface of the earth

After the heavy rains and violent windstorms of early autumn and the sharp frosts and shortening days of October, Indian Summer appears in all its glory. It is a period of mild, calm, clear weather when nature appears to take a holiday in preparation for the approaching winter. No one seems to know why it should be known as Indian Summer, but that is the name most commonly used in North America. In other lands this season is known by various other names. The Russians, for example, call it "The Little Summer of the Angels" and the early Acadians referred to it as "The Summer of All Saints" since it occurred so near to All Saints' Day which fell on the First of November.

Although the time and the name of Indian Summer may vary in different countries, its features are everywhere much the same. The sun shines with unusual brightness and all nature takes on renewed life and freshness. The air is filled with a beautiful calm, and peace seems to hover over the whole earth. Even the restless sea is stilled and every quiet pool gives back clear-cut reflections from its glassy surface.

Dandelions open their sleepy eyes and smile back at the golden sun. Belated asters and goldenrods lift their heads in amazement at Summer's return. Flocks of eager cawing crows flap their way across the bare harvested fields. Every grove and thicket sends forth its anthem of harmony, while the birds hop from tree to tree and voice the happiness of their joyous hearts. All Nature's children join in a last frolic before the white mantle of winter settles over the landscape.

Finally at the stern command of the North Wind, Indian Summer bids us a hasty farewell and departs.

EXERCISE A.

Underline the word or words making the best ending:

- (1) Indian Summer is a season of (a) heavy winds, (b) peace and calm, (c) sharp frosts, (d) violent winds.
- (2) The name "Indian Summer" was first used by (a) the Russians, (b) the English, (c) the Acadians, (d) the people of North America.
- (3) The Acadians called this time of year (a) Indian Summer, (b) The summer of All Saints, (c) The Little Summer of the Angels, (d) All Saints' Day.

(4) Indian Summer usually occurs in (a) November, (b) October, (c) September, (d) early autumn.
(5) Indian Summer is a season of (a) sorrow, (b) joy, (c) excitement, (d) worry.

EXERCISE B.

Underline in the story and number the word or words telling:

(1) The name the Russians give to Indian Summer.
(2) The name the Acadians used for Indian Summer.
(3) The date of All Saints' Day.
(4) That Indian Summer pools are like mirrors.
(5) That the woods are filled with music.

EXERCISE C.

Fill in the blanks with the correct word selected from the list at the right:

(1) The two seasons have many different occurred
(2) The young lambs in the fields various
(3) The choir sang in perfect features
(4) The birds over the pond. frolic
(5) The city was covered with a of fog. anthem
(6) The event during the Christmas vacation. harmony
(7) There are ways of working the question. hover
(8) The choir sang an in church on Sunday. mantle

EXERCISE D.

Copy from the story phrases or sentences meaning:

(1) Indian Summer is somewhat similar in all countries.
.....
(2) Making ready for the coming visit of winter.
.....
(3) Seems to be taking a rest.
.....
(4) Comes forth in shining raiment.
.....
(5) Snow covers the land.
.....

Number of answers 23. Number correct

(d) ~~reading exercise~~ READING EXERCISE No. 2.

Tapers—comes to a point
Confronted—met
Entangled—mixed up in
In combination—together
Prophesied—foretold
Incidents—events

Disaster—dreadful happening
Clambered—scrambled
Deluge—great flood
Pressure—force
Actually—really
Linger—remain

The Bay of Fundy tapers like a funnel. Because so much of the land on both sides is very low, dykes are built to keep back the tides. In certain places, when the tide is out, level mud flats reach almost to the horizon and the Bay seems to have disappeared. At full tide, however, large vessels can sail over these flats and tie up at the wharves. If these vessels remain at their docks until the tide has gone out they must rest on the mud, like wrecks thrown up by the waves. Passengers sailing on one of these ships must always be on time, because, even if the captain were willing to wait for a late-comer, "The tide waits for no man."

Sixty-two years ago, along the shores of the Bay of Fundy, a great disaster occurred. Its incidents still linger in the minds of those who witnessed it, and in New Brunswick and Nova Scotia people still speak of the *Saxby Gale*.

During the month of September, 1869, the weather had been remarkably fine. The crops had been good, and the harvest had been successfully gathered. The barns were full and the marshes were thickly dotted with stacks of hay, piled up for the winter.

Towards the end of September a strong wind sprang up from the south. It blew for days, gradually becoming stronger and stronger. There was no rain and no one paid any attention to this unusual disturbance of the air. The clear autumn sunshine bathed the whole country-side and all was peace and content.

One evening, however, just after dark, fearful things began to happen. Two men, driving homeward in the early dusk, suddenly found themselves confronted with a rushing wall of water, which swept them up against a hill-side. They clambered to safety, but the horse, entangled in the harness, was not so fortunate and was drowned. People walking quietly along the roads near the dykes were swept from their feet and many lost their lives.

Farther inland, the deluge appeared more quietly. Farmers, going out to feed their cattle for the night, found the water lapping against the sides of their barns. Cries were heard in the darkness and here and there lanterns appeared as people tried to save their stock and other property from the still rising water. Neighbour called out to neighbour that there had been a flood; but one man, wiser than the rest, told them that it was the Bay of Fundy that had come to visit them.

And so it proved. When morning came, instead of the level marshes with their brown winding roads stretching across them like ribbons, the muddy waters of Fundy were spread out as far as the eye could reach. Here and there appeared the roof of a barn, while hay-stacks floated about, as the currents carried them hither and thither.

The strong wind, in combination with a very high tide, had brought such pressure against the dykes that they had been torn away and had allowed the sea to take possession of the land once more. Not until the people saw what had actually happened did they remember that more than a month before a man named Saxby had prophesied that these things would happen.

EXERCISE A.

1. Draw a line under the words that describe the Bay when the tide is out.
2. Draw circles around the names of two provinces.
3. Draw two lines under the sentence that shows that there had been a good harvest.
4. Place brackets () around the words that tell why the horse was drowned.
5. Draw a line through the words that show that the people did not fear the storm.

EXERCISE B.

In each of the following groups underline the word or words making the best endings.

1. If an object tapers, (a) it gets smaller, (b) it gets larger, (c) it expands, (d) it increases in size.
2. Dykes are built, because (a) the banks are high, (b) the banks are low, (c) the tides ebb and flow, (d) the water is deep.
3. At low tide, along the shores of the Bay of Fundy, (a) vessels are wrecked, (b) boats must rest on the mud, (c) the flats are covered with water, (d) steamers start on their voyages.
4. Passengers crossing the Bay of Fundy must be on board (a) before the tide comes in, (b) when the tide is half in, (c) before the tide goes out, (d) at low tide.
5. Boats on this bay must always leave at a certain time, because (a) of the captain's orders, (b) they must run on time, (c) there is not always enough water in which to sail from the dock.
6. The same boat could not leave at the same time every day, because (a) the passengers are often late, (b) it sometimes takes longer to get up steam (c) full tide is not at the same time every day.
7. The incidents of this story took place (a) a century ago, (b) fifty years ago, (c) sixty-two years ago, (d) one hundred years ago.
8. People remember this gale, because (a) the wind was very strong, (b) so much damage was done, (c) it was described in the papers, (d) it was so long ago.
9. Hay was stacked up on the marshes, because (a) it would dry there, (b) it made a pretty picture, (c) there was no more room in the barns, (d) it was safe from fire.
10. The people did not expect a storm, because (a) the weather was fine, (b) the wind blew, (c) the harvest was over, (d) there was no rain.
11. The disaster took place (a) in the morning, (b) in the middle of the night, (c) in the early evening, (d) at sun-set.

Number of answers 16. Number correct.....

READING EXERCISE No. 3.

Football is one of our most popular games. During the autumn months it is the principal sport in thousands of schools and colleges throughout the British Empire and in many other countries. Not only is it a school sport but it has become one of the games in which picked teams from different countries meet in annual competition.

Like many other games, football is very old, having been played by the Greeks when most European countries were in a state of barbarism. The Romans brought it to Britain following the invasion of Julius Caesar. All through the Middle Ages, except when prohibited on account of its roughness, a type of football was played by soldiers and the leisured classes of England. But it was not until the nineteenth century that in the great public schools like Rugby, Harrow, and Eton, definite rules were adopted and the game or rather games, Rugby and Soccer, came to be fully organized and made practical as modern sport.

At the present time practically every British town has its team competing in the national and international championships. Picked teams representing England, Scotland, Ireland and Wales meet each other every year and even France, Australia, New Zealand and South Africa frequently figure in these international matches.

In Canada, Rugby is played under rules which make it disadvantageous for Canadian teams to compete against the teams of other parts of the Empire. For example, there are only fourteen men to a team as against fifteen in English Rugby. Another distinction is the rule of "offside" which forbids a player, who was in front of the ball when it was thrown or kicked forward, coming within three yards of an opposing player when attempting to make a free catch of the ball. Also the rule forbidding "interference" prevents a player in front of a runner protecting him from opposing tacklers.

American Rugby, which is an exceedingly popular and exciting college sport, differs very greatly from the parent game. Only eleven men are allowed to a team, but the men are usually thoroughly trained by high-priced coaches in the intricate and complex code of play. The field is called a "gridiron" and is usually set in the centre of a huge stadium capable of seating between fifty and a hundred thousand spectators. An important game between two major American colleges is a spectacle which excites national interest and comment.

EXERCISE A.

Underline the best ending to each of the following:

1. Football was first played by the (a) Romans, (b) Greeks, (c) English, (d) Americans.
2. It was brought to Britain by the (a) French, (b) Greeks, (c) Romans, (d) Scotch.
3. In Britain it was first played by (a) soldiers and the leisured classes, (b) school children, (c) colleges, (d) picked national teams.

4. It was organized into a modern sport by (a) soldiers, (b) the universities, (c) the leisured classes, (d) the great public schools.
5. International football competitions are now held between the (a) towns of England, (b) the countries of the British Empire and France, (c) the American colleges, (d) Canada and the United States.
6. Canadian Rugby is (a) superior to the English game, (b) superior to the American game (c) different from the American and English games, (d) rougher than the English game.
7. American Rugby is played chiefly (a) between towns, (b) against other countries, (c) in the army, (d) between colleges and schools.
8. An important match between two great colleges (a) is not very interesting, (b) is very rough, (c) creates much excitement, (d) is difficult to follow.

EXERCISE B.

Underline the words in the story that tell:

- (a) The time of year when football is played.
- (b) When it was first introduced in England.
- (c) By whom it was played during the middle ages.
- (d) When it became popular in the public schools.
- (e) How many men there are on a Canadian Rugby team.
- (f) How many men there are on an American Rugby team.

EXERCISE C.

Fill in the blanks with a word or words chosen from the story:

- (1) The teams are thoroughly trained by high priced coaches.
- (2) The code of play in American Rugby is intricate and complex.
- (3) The Field is called a gridiron.
- (4) The spectators are seated in a huge stadium capable of seating between fifty and a hundred thousand people.
- (5) An important game of Football is an exciting and interesting spectacle.
- (6) The rules of Canadian Rugby make it disadvantageous for Canadian teams to compete against the teams of other parts of the Empire.

Number of answers 27. Number correct _____

READING EXERCISE No. 4

Related—told
Indicate—show

Composition—mixture
Lampblack—the soot or condensed
smoke of burning oil, pitch, etc.

Can you think of anything in your classroom in more common use than lead pencils? Would you be surprised to learn that these pencils which you use daily are not "lead" pencils at all? There is really no lead in them.

Hundreds of years ago people actually did write with small sticks of lead. About the year 1564, however, there was discovered in England a substance which made a much softer and blacker mark than lead. At first the people called this newly discovered material "black lead", and when pencils came to be made of it they were called lead pencils.

Now the true name of this substance is graphite. It is found in the earth just as coal is, and must be mined in very much the same way. It is related that, when graphite was first discovered in England, it was considered so valuable that soldiers were sent to guard the mines. Pure graphite is too soft to be used alone in pencils. To overcome this difficulty a composition of graphite and a very fine soft clay is prepared. The finest clay for this purpose is found in Czechoslovakia in Europe.

According to the degree of hardness required the clay is used in greater or lesser amount. In a very hard pencil the composition would contain a large proportion of clay while in a very soft pencil very little clay would be used with the graphite to form the proper composition. As graphite is black or grayish-black, you will understand why the softest pencils are blackest. As a matter of fact, lampblack is often added to the graphite and clay to deepen the colour.

The mixture of clay and graphite is ground into a very fine powder and sifted through fine silk sieves. Water is then added to the mixture, which is ground for a long time between two millstones until it looks somewhat like black dough. This dough is then forced through a press which has just one hole in the bottom as large as the lead required for the pencil. The long, black, worm-like stick is then cut into seven-inch lengths, the length of a pencil. These wet leads are then baked for several hours in a very hot oven. They are then ready to be put into the wooden cases.

The cases or wooden coverings for the leads are generally made of red cedar, but owing to the vast quantities of pencils manufactured, red cedar is becoming very scarce and other kinds of wood are now being used. The cedar wood is cut into small slabs half as thick as a pencil, about seven inches in length and wide enough to be cut into six pencils. These slabs are run through a machine which cuts six narrow grooves just large enough to hold the leads.

The leads are laid on one slab, and another slab also grooved, is glued on top. The six pencils, thus fastened together in one piece, are now put into a press until the glue becomes dry. When the glue is thoroughly dry the pencils are cut apart by a machine. The pencils are then trimmed into the required shape, round, oval or six-sided, and are dyed with colouring matter and finally varnished, all this of course being done by machinery.

In addition to all this, some pencils will have erasers put on them by a machine which presses tightly to the pencils the little nickel caps for holding the rubber. A printing machine stamps on the pencil cases, the name of the manufacturer and a letter to indicate the degree of hardness of the leads.

In manufacturing coloured pencils instead of graphite a mixture of clay, chalk or wax and colouring matter is used.

EXERCISE A.

Fill in the blanks:

- (1) Sticks of lead were used for writing until about the year 1564.
- (2) Graphite was discovered in England.
- (3) Lead pencils were so called because graphite was called black lead at first.
- (4) The "lead" in pencils is really a mixture of clay and graphite.
- (5) The finest clay is found in Czechoslovakia.
- (6) Clay is added because graphite is too soft.
- (7) The hardest pencils have more clay than graphite in the mixture.
- (8) Soft pencils are blackest because graphite is very black.
- (9) The wood generally used in the cases or coverings for the leads is red cedar.
- (10) Coloured pencils are made by clay chalk or wax & color matter.

EXERCISE B.

Write down in the proper order the different stages in the preparation of the leads:

- (1) A mixture of clay & graphite is ground to fine powder & water is added.
- (2) Mixture ground to dough between millstones.
- (3) Dough pressed thru press.
- (4) Long sticks cut into 7" lengths.
- (5) leads baked in small ovens in oven.

Number of answers 17. Number correct.

READING EXERCISE No. 5.

Shilling—an English coin worth 24 cents

Compelled—forced

Reduced—made smaller

Increase—becoming larger

Decrease—becoming smaller

Adopted—accepted and used

Incidents—happenings

Founded—began, established

“I’m sorry, but I can’t afford to pay for this letter.” The young servant girl turned the envelope over and over in her hand and then, with a sigh, returned it to the postman. A young man, who had seen and heard what had happened, stepped forward, paid the shilling which the postman had demanded, and gave the letter to the girl.

“But, sir, it isn’t worth so much money,” she said. “But it is a letter from home, is it not?” “Yes, it came from home, and I must thank you very much for your kindness; but look, there is nothing in it but a blank sheet of paper. My mother did not expect me to pay for it, for she knows that if I receive a letter with no special mark on the envelope, I shall understand that all is well at home. In this way I obtain some news from home and do not have to pay half my week’s wages for a letter.”

Incidents such as this show how unsatisfactory were the old methods of sending letters by mail. Poor people could not afford to receive letters and, since the receiver of the letter, not the sender, paid the postage, many letters were carried and not paid for. Few letters were written; even people who could well afford to pay the heavy charges wrote and accepted as few letters as possible.

A very clever man became interested in this question of postage. Rowland Hill, when only twelve years old, had begun to assist in teaching mathematics in his father’s school in Birmingham, England, and later had been one of that country’s most famous and best-loved head masters. In 1833 he had been compelled to retire owing to ill-health and two years later commenced a very careful study of the methods then in use by the post office. Two years after commencing this study he wrote a pamphlet or little book in which he proved that, if the cost of sending letters were reduced to one penny, and if the sender were compelled to pay the postage, there would be such a large increase in the number of letters sent, and so great a decrease in the loss on undelivered letters, that the post office would make more money and the business of the country would be assisted to an enormous extent. Many Members of Parliament laughed at the idea. How could the sender be made to pay the postage? Hill suggested a new idea, a very valuable one although it seems so very simple to us now a days. Why not print stamps, with gummed backs, which the writer of a letter must buy and put on his letter before posting it? Soon Parliament was persuaded to accept the new ideas and in 1840 the Penny Post was established in England. Other countries adopted the methods introduced by Rowland Hill, and in 1874 there was founded at Berne, Switzerland, the International Postal Union to which practically all countries of the world now belong.

EXERCISE A.

Underline in the story a word or words indicating:

- (1) That the servant girl seemed to be very sorry to return the letter to the postman (words in the second sentence).
- (2) That the sheet of paper in the envelope had no writing on it.
- (3) The kind of work in which Rowland Hill's father was engaged.
- (4) What a pamphlet is.
- (5) What the story told in the first two paragraphs shows.
- (6) That England was the first country to adopt the better ideas of postal service.

EXERCISE B.

Underline the best completion of each of the following sentences:

- (1) The young man mentioned in the first paragraph (a) paid for the letter when the girl asked him to do so, (b) made it possible for the girl to receive news from home, (c) helped the girl very much, (d) did not understand why the girl returned the letter.
- (2) The girl and her mother (a) used a rather dishonest method of sending news, (b) always wrote one another long letters, (c) lived in the same city in England, (d) always sent one another envelopes containing nothing but a blank sheet of paper.
- (3) The business of England was helped by the reforms of Rowland Hill, because (a) more letters were written than before, (b) stamps were bought, (c) the receiver of a letter did not have to pay postage, (d) letters were carried more quickly than before.

EXERCISE C.

In each blank write one of the words listed at the right:

(1) Jack's weight.....	<i>increased</i>	from 95 pounds to 102 pounds.	compelled adopted -
(2) Mr. Jones.....	<i>retired</i>	from business last year.	assisted increased -
(3) Mr. and Mrs. Henderson have.....	<i>adopted</i>	a little boy and will bring him up as their own son.	decreased introduced -
(4) My new teacher has.....	<i>interested</i>	me in the story of King Alfred.	retired -
(5) I was.....	<i>compelled</i>	to say that I knew nothing about the matter.	interested established
(6) His salary was.....	<i>decreased</i>	from ninety to eighty-five dollars a month.	
(7) My brother.....	<i>assisted</i>	me in the building of the boat.	
(8) Mr. Harvey has.....	<i>established</i>	a hardware business in the city.	
(9) I was.....	<i>interested</i>	to Mrs. Dean yesterday.	

EXERCISE D.

The servant girl would expect to find a real letter inside the envelope if she saw.....

Number of Answers 19. Number correct.....

READING EXERCISE No. 6.

Pierces—cuts through, punctures
Permits—allows
Digestion—action of changing food into blood.

Renews—makes new, rebuilds
Fangs—teeth
Continuous—constant
Enable—make possible

Our teeth are so necessary and so useful that it is foolish to neglect them. Not only ~~do they help to prepare our food for digestion~~, but without them we can not ~~talk~~ properly. We should also remember that nothing is more unpleasant to look at than broken, decayed, and dirty teeth.

Let us look around us and see what other living creatures have teeth, what these teeth are like, and what use is made of them.

We sometimes hear people say "as scarce as a hen's teeth". With birds, the work that teeth do for us, is done in the gizzard, where the food is ground up by grains of sand that the bird has swallowed.

There is a curious fish that has but one tooth. This one tooth is sharp and with it the fish pierces its living prey and then sucks its blood. How different is the case of the shark which has several rows of powerful teeth on each jaw, with which it can tear its food to pieces! The cod and the salmon, too, have so many teeth that they are beyond counting. If we lose one of our second teeth, it is gone forever. The fish, and some animals, however, are more fortunate. When they lose a tooth or when one wears out, another grows in its place.

Nature has provided some of the animals with strong, sharp teeth to use as tools. Otherwise, how could the mouse gnaw its way into the food cupboard, or the beaver cut down the trees with which he builds his dam? Animals such as these do not have the same trouble in keeping their tools sharp as we do, because, as their teeth wear out or become dull, Nature renews them. Such teeth are called "teeth of continuous growth".

Cats, bears, lions, and tigers have teeth that enable them to catch their food as well as to ~~chew~~ it. They also use their teeth as weapons when they are attacked. The ant-eater, on the other hand, has no teeth, but uses his long tongue to obtain his food.

Teeth take many forms. Look at the picture of a wild boar or of a walrus. The long ~~tusks~~ you see are teeth. Of what use do you suppose they are? Then there is the elephant. Two of his teeth are the long ivory tusks which he can use either as weapons or as tools. What a terrible weapon the sword fish has in his long, sharp sword, sometimes six feet in length, with sharp teeth set along each edge?

The teeth of snakes are not set firmly in the bones of the jaw. They are fitted with a hinge that permits them to fold backward when the jaws are closed. As the snake seizes its prey, the teeth spring forward and the struggling victim is held and drawn inward as the mouth is closed. The bite of some snakes, such as the cobra and rattler, is usually fatal on account of the deadly poison that pours into the wound through a tiny hole in each poison tooth. If you wish to have one of these snakes for a pet, you must first pull out its poison ~~fangs~~.

There are many other kinds of teeth, and many interesting

things could be told about them, but above all, we should be most interested in our own. If we take good care of our teeth, a visit to the dentist will seldom be an unpleasant experience, and every time we smile we shall show two rows of perfect, white teeth.

EXERCISE A.

1. Draw a line under the words that tell three ways in which our teeth are of value to us. Number each way (1, 2, 3).
2. Draw a circle around the words that tell what takes place when a fish loses a tooth.
3. Place two lines under the two words that tell what use cats and lions make of their teeth.
4. Place brackets around the two words in the story that mean the same as "teeth".
5. Place an X in the margin beside the paragraph telling what the story that follows is about.

EXERCISE B.

1. "As scarce as a hen's teeth" means that (a) a hen has few teeth, (b) a hen has many teeth, (c) a hen has hardly any teeth, (d) a hen has no teeth.
2. "Teeth of continuous growth" means (a) teeth that are growing all the time, (b) teeth that grow from time to time, (c) teeth that grow sometimes, (d) teeth that are replaced by entirely new ones.
3. A person who does not take care of his teeth is (a) careless, (b) cowardly, (c) selfish, (d) foolish.
4. The fish that has only one tooth uses it as we use (a) a saw, (b) a needle, (c) an axe, (d) a hammer.
5. The teeth of the cod and the salmon are beyond counting. This means that they (a) have a great many teeth, (b) have few teeth, (c) have small teeth, (d) have large teeth.
6. The shark has (a) a row of teeth on each jaw, (b) several rows on the upper jaw, (c) several rows of teeth on each jaw, (d) no teeth.
7. The elephant uses his tusks chiefly (a) for chewing his food, (b) as weapons, (c) as tools, (d) for making piano keys.
8. The ant-eater obtains his food with (a) his teeth, (b) his fangs, (c) his tusks, (d) his tongue.
9. The teeth of the beaver do not become dull, because (a) he sharpens them on stones, (b) they grow as fast as they wear out, (c) he looks after them well, (d) he uses them carefully.
10. A bite from some snakes is dangerous, because (a) their teeth are large, (b) a very large wound is made, (c) poison is sometimes left in the wound, (d) their teeth are sharp.
11. The story says that if we look after our teeth properly, (a) a visit to the dentist will be unnecessary, (b) a visit to the dentist will be painful, (c) a visit to the dentist will be pleasant, (d) a visit to the dentist will seldom be unpleasant.
12. The mouse gnaws a hole in the floor of the cupboard (a) to sharpen its teeth, (b) to reach the food that is in the cupboard, (c) to make shavings for its nest, (d) because it likes the taste of the wood.

Number of answers 21. Number correct.....

READING EXERCISE No. 7

Industry—work

Mandarin—Chinese ruler

Legend—story

Original—first

Derived—taken

One of the growing industries of Canada is that of pulp and paper manufacturing.

Everyone knows that at the present time by far the greatest proportion of all paper, especially the paper used for newsprint and in the making of books and magazines, is made from wood fibre or from wood pulp, as it is generally called.

It is not known who was the original paper-maker, but there is a legend that the Chinese learned from the wasp how to make paper. Did you ever imagine that the big round wasp's nest is really a kind of paper? The old story tells how a Chinese mandarin, watching wasps at work building a nest, observed that the wasp bit off a piece of wood, chewed it into paste and then smeared it on the nest. When this paste became dry it turned out to be very much like what we now call paper. From ancient Chinese writings we know that a kind of writing paper was made in China from silk waste as early as 300 B.C.

The ancient Egyptians, over 5,000 years ago, used the inner pith of the papyrus, a plant growing along the banks of the Nile, to form a fabric upon which they wrote. From the name **papyrus** is derived the word **paper**.

Among the Greeks and Romans parchment or vellum was used as writing material. This vellum was the skin of lambs, calves or young goats.

Any kind of vegetable fibres which will mat together can be made into paper. The fibres of cotton and linen are particularly good. The old clothes collected from your back door by the junk man may find their way into your exercise books or your new arithmetic books. A very considerable amount of paper is still made from old rags, hemp and straw. The rags are boiled for hours to remove the dirt and are then bleached with chloride of lime to take out the dyes. When white and clean they are put into a machine where they are beaten into a paste or pulp. Fine China clay is added to this pulp to act as a filler. This is to give the paper a smoother surface, and if a glossy surface is desired, resin or "sizing" is added.

EXERCISE A.

Fill in the blanks:

Paper was first made by the.....

It is said that they learned the art of paper making from having

observed the building of.....

The Egyptians used the inner bark of the.....
as a material upon which to write.

The name "paper" is derived from babylons.

The Romans used parchment to write upon.

This writing material was made from velum.

Paper can be made from any kind of vegetable fibres which will

The fibres of cotton and linen are particularly good for paper making.

Fine clay is added to rag pulp in order to give the paper a smoother surface.

EXERCISE B.

On the lines below describe by writing down each of the four steps by which an old suit of clothes may be made into pulp for paper making.

Billed for hours
Blanched with chloride of lime
Beaten into paste of pulp
Mix clay added

EXERCISE C.

Underline the word or group of words making the best ending for each sentence:

1. Newspapers and books are made chiefly from (a) old rags, (b) wasps' nests, (c) wood pulp, (d) reeds.
2. We know that paper was made in China as long ago as (a) 55 B.C., (b) 1492 A.D., (c) 2400 B.C., (d) 300 B.C.
3. The Chinese paper was made from (a) mandarins, (b) silk, (c) cotton, (d) linen.
4. Vellum was (a) the skin of young animals, (b) the inner bark of a plant, (c) fibres of plants, (d) pulp.
5. Sizing is added to rag pulp, (a) to make more paper, (b) to colour the paper, (c) to give the paper a glossy surface, (d) to bleach the surface.

Number of answers 17. Number correct.....

READING EXERCISE No. 8

Alert—bright, watchful	Cunning—sly, crafty
Resembled—was like	Secured—selected, made safe
Goggles—heavy-rimmed glasses	Cockerel—a young rooster
Distinguish—see, mark off	Flexible—easily bent
Formidable—fearful	Foliage—leaves
Invisible—cannot be seen	
Mischiefous—troublesome, annoying	

A family of raccoons once lived in a large hollow tree near a small stream. There were Father Coon, Mother Coon and four baby coons. Father and Mother Coon were thickly built animals, with short legs and long greyish brown fur. Their bright eyes, sharp pointed noses and wide alert ears gave them a very cunning and mischievous appearance. They had dark streaks across their faces and heavy black circles around their eyes. That is why they were called "Goggles". Their backs were streaked with black and their bushy tails were circled with black and grey rings. Their front feet were more like hands than ordinary paws, with a short thumb and four long flexible fingers. In their powerful, curved claws they had an exceedingly useful and formidable weapon.

The young coons, when not sleeping, were very playful and resembled four little kittens.

Father Coon spent most of the daytime asleep in the boughs of the tree. After he had rolled himself into a ball and wrapped his tail around him in such a fashion as to make it difficult to distinguish him from the lights and shades of the foliage, he felt perfectly safe.

When night came on, Father and Mother Coon came down from the tree to seek their food. During the summer they had lived chiefly on mice, trout, birds' eggs and snakes, but for some time they had been watching Farmer Jones's corn patch and listening to the crowing of the proud young roosters.

They decided that it was now time for a real Thanksgiving dinner. So it was agreed that while Mother Coon visited the corn patch and secured some of the ripening ears, Father Coon should steal quietly to the chicken roost and fetch the fattest young cockerel he could find.

That night there was a very happy family of coons in the hollow tree; but the next morning Farmer Jones missed one of his prize roosters.

EXERCISE A.

Underline the word or words making the best ending:

- (1) Raccoons usually live (a) in the ground, (b) in a tree, (c) in a house, (d) in a stream.
- (2) Raccoons, are useful (a) for food, (b) to kill snakes, (c) to annoy the farmers, (d) for their fur.
- (3) The raccoon most resembles (a) a bear, (b) a fox, (c) a wolf, (d) a rabbit.

(4) The raccoon is sometimes called (a) "Sharp Claws", (b) "Bright Eyes", (c) "Goggles", (d) "Bushy Tail".

(5) Raccoons usually live near a stream, because (a) they like to swim, (b) they like to catch fish, (c) they can hide in the water from their enemies, (d) they like to drink water.

(6) Father Coon rolls himself up and sleeps during the daytime, because (a) he is afraid of his enemies, (b) he can see better at night, (c) food is more plentiful at night, (d) he is needed to protect the young coons.

(7) The stripes on the coons' tail and back are useful, because (a) they keep him warm, (b) they attract snakes and birds, (c) they help him to hide from his enemies, (d) they make him vain and cunning.

EXERCISE B.

Underline in the story the word or words telling:

(1) Where the family of coons lived.
(2) The number of little coons in the family.
(3) What the young coons looked like.
(4) Where Father Coon spent the day.
(5) What raccoons eat.

EXERCISE C.

Fill in the blanks with the most suitable word chosen from the list at the right.

1. The little girl..... resembled her sister. alert
2. The twins were so much alike that one could not..... distinguish them apart. cunning
flexible
formidable
3. The..... foliage of the park is very beautiful. resembled
4. When we entered the classroom, we were greeted by several..... alert young scholars. distinguishing
foliage
5. The young monkeys were very..... active.
6. The older monkeys had long..... flexible tails.
7. The football team met a very..... formidable foe.

EXERCISE D.

Fill in the blanks with suitable words:

(1) Raccoons make their home in a large..... hollow tree ..

(2) They like to live near a..... small stream ..

(3) The full grown raccoons have..... short legs and long..... greyish brown fur.

(4) They are sometimes called..... Goggles..... because they have heavy black..... circles..... around their..... eyes ..

Number of answers 27. Number correct.....

READING EXERCISE No. 9.

If you have ever lived in the country or even near a grassy field you must have observed the heaps of black soil which are known as mole-hills. These mounds may appear even in your garden or lawn. If you dig just beneath the surface of the ground you will find that these are connected by tunnels. But though you dig up all the soil in the neighborhood, you will rarely find the little miner at work.

Most of the tunnels are dug and the mounds thrown up in the night. The busy little animal that performs this hard work is the Mole, a creature not much larger than a mouse. It is covered with thick, short hair or fur, has large naked front feet, a pig-like nose, very small eyes, no visible ears, and a short tail.

With its nose the Mole bores into the soil just in or beneath the grass-roots and shovels the soil behind it with its powerful front paws. It travels very quickly underground, searching eagerly for its food, which consists entirely of earthworms, grubs and insects. The Mole is said to eat its own weight of food in twelve hours, and, if deprived of food for nine or ten hours, it dies of starvation.

During most of the day the Mole retires to its nest or home, which it builds with wonderful skill and cunning beneath some hillock or the roots of a tree. The nest consists of a large underground chamber, with a secret entrance known only to the Mole. Five or more passages or tunnels give the moles a chance to escape if an enemy approaches. There is, however, one main runway by which the moles go to and from their nest. The sides of this tunnel are worn smooth and hard by much travelling and the grass above it becomes withered or yellow. The mole-catcher looks for this yellow streak in the grass and sets his trap in the main tunnel leading from the mole's nest.

Most people think that moles are harmful creatures and should be destroyed; but the moles do much good in devouring vast numbers of harmful insects and grubs.

EXERCISE A.

Fill in the blanks with suitable words found in the story:

1. The soil thrown up by the moles is usually in colour.
2. Mole-hills are connected by
3. Moles dig their tunnels during the
4. The Mole's front feet are and
5. The Mole digs with its and shovels the earth back with its
6. The food of the Mole consists of and
7. During the day the Mole retires to its

EXERCISE B.

Fill in the blanks after the words in Column I. with the most suitable words from Column II.

	I.	II.
1. Mounds.....	<i>hill</i>	extreme hunger.
2. tunnel.....	<i>a horizontal boring</i>	a coloured line
3. deprived of.....	<i>kept without</i>	heaps
4. starvation.....	<i>extreme hunger</i>	eagerly eating
5. hillock.....	<i>hill</i>	a horizontal boring
6. streak.....	<i>coloured line</i>	dried up, faded
7. devouring.....	<i>to feed eagerly</i>	kept without
8. consisted.....	<i>made up</i>	a small hill
9. withered.....	<i>dried up</i>	made up

EXERCISE C.

Fill in the blanks with the word or words best completing the sentence:

1. Moles are (a) warts, (b) insects, (c) animals, (d) grubs.
2. These creatures dig their tunnels (a) deep under the ground, (b) winding amongst stones, (c) in swampy land, (d) in fields and gardens.
3. Moles live on (a) fruits and vegetables, (b) roots and fruits, (c) insects and grubs, (d) earthworms and vegetables.
4. The Mole throws up mole-hills (a) to show where he is, (b) to get rid of the soil, (c) to form resting places, (d) to attract earthworms.
5. The mole-catcher sets a trap (a) over the mole-hills, (b) in the tunnels connecting the mole-hills, (c) in the Mole's nest, (d) in the main passage near the nest.
6. Moles are (a) more useful than harmful, (b) more harmful than useful, (c) neither harmful nor useful, (d) altogether harmful.
7. The best title for the third paragraph is (a) The Nose of the Mole, (b) How the Mole Travels, (c) The Mole's Underground Nest, (d) The Food of the Mole, (e) How the Mole Digs, (f) Where Moles are Found.

Number of answers 23. Number correct.....

READING EXERCISE No. 10.

Descended—come down

Proclaimed—said to be

Vise—a tool which a carpenter uses for gripping and holding an article on which he is working

Cyclone—a wind storm strong enough to blow down buildings

1 The Bronchos are descended from the wild horses which have roamed the western plains of America since the days when the Spaniards first brought horses to the New World. They are tough and wiry and make excellent saddle-horses for the cowboys; but they have all the cunning of creatures of the wild and a great love of freedom. Sometimes a broncho refuses to be broken to the saddle and becomes an outlaw, throwing every rider who attempts to mount him. Such a horse was Cyclone. He was thirteen years old, and no rider had stayed on his back for more than thirteen seconds.

At the Calgary Stampede, or Exhibition, a few years ago, when the Governor-General was present, a prize of five hundred dollars was offered to anyone who could ride Cyclone for the short period of two minutes. Tom Manyfeathers, a Blackfoot Indian from Southern Alberta, offered to ride the horse, which had thrown so many daring cowboys.

6 The horse was roped, blindfolded and saddled. Just as the cloth was pulled away from the eyes of the outlaw and he was released before the grandstand, the Indian sprang into the saddle and took a firm grip with his knees. Then old Cyclone made his famous "buck." Springing from the ground straight into the air, he twisted on the way up and came down with all four feet striking the turf in a circle no bigger than a dinner-plate. The old rascal expected the rider to be pitched over his head, as others had been, but the Indian kept his seat and rode up into the air and down to the ground time after time, as though he were on a see-saw and, at the same time, with the ease of one sitting in a rocking-chair. Poor old outlaw! So Cyclone walked about with his head down, ashamed to look the other "buckers" in the eye.

7 Tom was the hero of the stampede. He was proclaimed the champion broncho-buster of the world and went through to Winnipeg to spend some of his prize money in having his photo taken in as many different ways as possible.

EXERCISE A.

In the story underline and number the words which tell:

1. That bronchos were once wild horses.
2. That wild horses have not always lived in America.
3. The way in which bronchos are used.
4. The kind of cowboy that would undertake to ride Cyclone.
5. That the Indian was well-known to the White People.
6. That he stayed on Cyclone's back more than two minutes.
7. That he was given the prize money.

EXERCISE B.

In the story find the group of words meaning the same as the following and write them in the blanks:

1. hard and nimble *tough & wiry*

2. good riding-horses excellent saddle horses
3. the wisdom of wild animals cunning creatures
4. tried to get on his back attempts to mount
5. he was set free was released
6. in every possible way as many different ways.

EXERCISE C.

Arrange the following in the order in which they occur in the story:

Cyclone made his famous "buck."
The Indian had his photo taken.
The horse sprang straight into the air.
The Governor-General arrived.
A prize of five hundred dollars was offered.

1. Is mounted
2. A prize
3. The made his famous buck
4. It sprang straight into air.
5. Had photo

EXERCISE D.

Underline the word or expression that best completes the sentence:

1. A broncho becomes an outlaw, if (a) he throws the rider, (b) he is thirteen years old, (c) he refuses to be broken to the saddle, (d) he has a great love for freedom.
2. Bronchos make excellent saddle-horses, because (a) they are very cunning, (b) they are tough and wiry, (c) some of them are used to "bucking," (d) they are descended from wild horses.
3. A prize of five hundred dollars was offered to anyone riding Cyclone, because (a) the Governor-General was present, (b) he had thrown many daring cowboys, (c) Tom Manyfeathers was a good rider, (d) no one had ever succeeded in riding him.
4. Cyclone gave up "bucking," because (a) the Indian stayed on his back more than two minutes, (b) he was tired out, (c) he could not throw off the rider, (d) he was ashamed to look the other "bronchos" in the eye.

Numbers of answers 22. Number correct

READING EXERCISE No. 11. -

The Teutons of old, from whom the people of Norway and Denmark, Germany and England are largely descended, were a bold and warlike people. They believed in many gods and goddesses, and in a life after death quite in keeping with the hard life which they lived and the stern pleasures which they enjoyed.

In Asgard, the home of the gods, were twelve great halls, the largest and grandest of which was Valhalla, the great hall of Odin or Woden, the father of the gods. So huge was Valhalla that five hundred and forty doors led out of it, each wide enough for eight hundred men to march through at one time. Its roof was built of spears and its ceiling covered with shields. Its walls were decorated with gold and precious stones, and over the main gateway hung the huge shield of Woden with its wolf and eagle.

To this hall were conducted the heroes who died on the field of battle. The Valkyrs, the battle-maidens who served Woden, hovered over the field when army met army, and, clothed in their brilliant armour, and mounted on their cloud-steeds, swooped down to encourage the warriors to more glorious deeds, and to carry off to the joys of Valhalla those who died valiantly. Once arrived in the great hall of Woden, these favoured ones were brought back to life by the Valkyrs. Every day, waited on by these warrior-maidens, they feasted on the flesh of that marvellous wild boar which was slaughtered every morning and came to life again every evening so that he might be butchered again next day to feed the hungry warriors. For hungry indeed they were. Did they not here, in the life after death, even as they had done on earth, spend their days in battle? War was their chief recreation and pleasure. Here, in Valhalla, they fought the most terrific of fights, with the gods themselves as onlookers. Their wounds, gained in these glorious battles, healed immediately and the scars they left were marks of the highest honour and glory.

EXERCISE A.

- (1) Underline one word indicating how fierce were the battles the warriors fought in Valhalla.
- (2) Draw two lines under the word telling what kind of battles the warriors themselves thought them to be.
- (3) In the sentence telling how the warriors were fed, put brackets () around two words with the same meaning.
- (4.) Draw lines through two words describing the Teutons.
- (5) Put square brackets [] around two words in the third paragraph which together mean served.

EXERCISE B.

Underline the best completion of each of the following:

- (1) The home of the Teutons' gods was (a) Norway, (b) Valhalla, (c) Asgard, (d) Germany.
- (2) The Father of the Gods was (a) Thor, (b) Odin, (c) Valkyr, (d) Teuton.
- (3) Valhalla was the greatest of Asgard's (a) five hundred halls, (b) eight hundred halls, (c) twelve halls, (d) forty halls.

(4) The warriors in Valhalla (a) gloried in their battle scars, (b) were ashamed of their battle scars, (c) were seldom wounded, (d) found that their wounds healed immediately and without leaving scars.

(5) The Valkyrs carried off to Valhalla (a) the warriors of the victorious army who died in battle, (b) those who died when hunting the wild boar, (c) all warriors who died on the field of battle, (d) those who died fighting bravely in battle.

(6) The ceiling of Valhalla was decorated with (a) spears, (b) shields, (c) gold and precious stones, (d) the great shield of Woden.

(7) From the name of the Father of the Gods we have made the word (a) Tuesday, (b) Wednesday, (c) Thursday, (d) Friday.

EXERCISE C

In the brackets before the words and phrases of Column II write the number of the word in Column I which is explained in each case:

(1) Asgard	(<u>4</u>) ancestors of many of the English and Germans of today.
(2) Valhalla	(<u>5</u>) the chief of the Teutons' gods.
(3) Valkyr	(<u>1</u>) of great value.
(4) Teutons	(<u>10</u>) stayed up in the air over the same place.
(5) Woden	(<u>9</u>) came down.
(6) recreation	(<u>1</u>) the home of the gods.
(7) precious	(<u>4</u>) wonderful.
(8) marvellous	(<u>2</u>) the hall of Woden.
(9) descended	(<u>6</u>) exercise undertaken for pleasure.
(10) hovered	(<u>3</u>) a battle-maiden of Odin.

EXERCISE D.

Write four things that the Valkyrs did:

(1) hovered over battle field

(2) clothed in battle armour

(3) mounted on their cloud steeds

(4) descended
carried off warriors

Number of answers 29. Number correct _____

READING EXERCISE No. 12.

Considered—thought

Precious—costly

Illuminated—ornamented in colour

Neglected—slighted

Signatures—names

Experiment—test

Treasurer—protected

Invented—made for the first time

Books and papers are so common to-day that we forget that at one time only a few people could read, and that a man who owned a book was considered by his neighbors wealthy and educated. Bibles were so precious at one time that the few copies that existed in the churches were kept chained to the pulpits so that no one could steal them. Now everyone can read, and books are so common and cheap that we sometimes handle them carelessly and even spoil a good book by breaking its back or tearing its pages.

Before printing was invented all books were made by hand. Think how long it must have taken a man to copy a whole book by hand, one letter at a time? Don't you think his eyes must have been very tired after working all day? Priests and monks usually did this work, as they were about the only people who could read or write. Not only did they write the whole book letter by letter, but on each page they often made beautiful scrolls, and handsome capital letters. These decorations were usually in colour and we say that such books were illuminated.

It is known that the Chinese did printing from carved blocks of wood long before the art was even imagined in Europe. The Egyptians also used carved stones with which to print their signatures, very much as the busy business man of to-day uses a rubber stamp to sign his letters. True printing was invented when movable type was first used. Instead of a whole page being carved from a single block, each letter or type was a block by itself. The letters in your printing set are movable type.

The man who invented the single-letter type was Johannes Gutenberg. He lived in Germany and his work was carried on between the years 1420 and 1450. He was a jeweller by trade, but became so interested in printing that he neglected his business and lost most of his customers. Think of the work he had to do! Each letter had to be carved separately. He had to experiment with different kinds of wood, because some kinds cracked easily and others wore out too quickly.

Finally he decided that the wood of the apple tree best suited his purpose. Often the work of hours was destroyed by a slip of his knife. He also had to make his own ink. Many costly sheets of paper were ruined before he was able to make an ink that would not smudge. His printing press was a wooden frame very much like the cheese press used by farmers.

The first book printed by Gutenberg with the new type was the Bible. It took him five years to complete the task. Every letter was made in his shop, and his press printed only one side of the paper at a time. Some copies of this Bible still exist and are treasured in libraries and museums.

How different all this is from the work done by the modern printing press! In an hour the huge machine that prints our daily newspapers can print, cut, fold, and deliver in numbered bundles as many as ninety-six thousand copies of a thirty-two page newspaper.

EXERCISE A.

1. Underline the words that tell two ways in which a book is sometimes injured.
2. Draw a circle around the words in the second paragraph that tell how books were first made.
3. Draw lines under the two words that tell what materials were first used for printing-blocks.
4. Underline the phrase which tells why Gutenberg lost most of his trade.
5. Underline the word that shows that Gutenberg's Bible is considered valuable to-day.

EXERCISE B.

1. Books are sometimes mistreated to-day, because (a) they are printed by machinery, (b) they are printed on paper, (c) they are so easy to obtain, (d) many people can read.
2. Formerly books were highly prized, because (a) they were well made, (b) there were very few, (c) the paper was good, (d) the print was clear.
3. Bibles were once kept chained to the pulpits (a) to keep them from falling off, (b) to show who owned them, (c) to keep people from borrowing them, (d) to keep them from being stolen.
4. In the old days, a person who could read was considered (a) educated, (b) wealthy, (c) rich, (d) proud.
5. Before printing was invented, all books were (a) made by hand, (b) copied with carbon paper, (c) illuminated, (d) kept in churches.
6. We say that a book is illuminated, when (a) it has good light, (b) it has pictures, (c) it has coloured letters, (d) its pages are decorated.
7. Type which can be used over and over is called (a) movable, (b) rubber, (c) solid, (d) wood.
8. A signature is (a) a person's name written by himself, (b) a person's stamp, (c) a person's type, (d) a pen.
9. Gutenberg found that all woods were not suitable for type, because (a) some were too heavy, (b) some were too light, (c) some were too brittle, (d) some were too hard.
10. When movable type was first made, (a) a few letters were made at one time, (b) one letter was made at a time, (c) the letters were made by machinery, (d) the letters were made of rubber.
11. In the past, paper was valuable, because (a) it was made of costly materials, (b) it was made very well, (c) everybody used it, (d) not much paper was made.
12. Gutenberg spoiled many sheets of paper, by (a) tearing them, (b) smudging them, (c) cutting them, (d) printing on them.

Number of answers 17. Number correct.....

READING EXERCISE No. 13.

Process—way, method

Documents—important papers

Dye—colouring matter

Typist—one who writes on a typewriter

Sizing—a kind of glue

In making paper from wood two distinct kinds of wood-pulp are used. These are known as mechanical pulp and chemical pulp. The wood most suitable for pulp to be used in paper-making is that of the poplar, spruce, fir, balsam and hemlock.

Mechanical pulp is made by holding blocks of wood against rapidly revolving grindstones, over which a stream of water flows constantly, carrying the ground-up wood to huge sieves where knots and splinters are removed. After the pulp is bleached and put into vats it is ready to be made into paper. This mechanical pulp is used mainly for making cardboard, packing paper and the coarser and cheaper varieties of paper generally.

In the chemical process the wood is cut into small chips and is placed in a tank and boiled or cooked with chemical substances for hours. The chemicals eat up everything except the fibres required for paper. The highest grades of paper such as you see in books are made from chemical pulp.

The paper-making machine which makes this pulp into finished paper is truly a very wonderful one. Some of these machines are over 150 feet in length, for the wet pulp has to pass through several processes before coming out as smooth paper.

Let us consider, finally, several of the more common varieties of paper. All the best paper is not made from wood-pulp alone. Sometimes rag-pulp is mixed with chemical wood-pulp to make an excellent grade of writing paper. Paper money is made usually of pure linen fibres mixed with silk. Paper in documents and bonds is often made of cotton and linen fabrics. Tissue-paper is made of rag and hemp pulp. Blotting paper is made without any sizing. Waxed paper has simply had a bath of melted paraffin so as to make it waterproof. Carbon paper, used by typists for making a number of copies of a letter, is made by giving paper a coat of a mixture of starch, gum and colouring matter.

EXERCISE A.

Fill in the blanks:

There are two kinds of wood pulp, *mechanical* pulp
and *chemical* pulp.

Cardboard and the cheaper grades of paper are made from
..... *mechanical pulp*

Book-paper and the finest grades of paper are made from
..... *chemical* pulp.

much room now for
Blotting paper is made

Paper money is made

Tissue-paper is made

Waxed paper is made

Carbon paper is made

without sizing

paper been pulped & mixed with size

rag hemp pulp

paper with fat of wax

paper given coat of mixture of starch

gum and coloring matter

EXERCISE B.

On the lines below write three things made from mechanical pulp.

cardboard

packing paper

paper & cheaper varieties of paper

How the wood is treated in the chemical process of making wood pulp.

cut into small chips

placed in tank

boiled or cooked with chemical substance

EXERCISE C.

In the brackets opposite each word or group of words in Column A. place the number corresponding to the word or group of words in Column B. which matches best:

Column A.

mechanical pulp (4)

chemical pulp (3)

paper money (✓)

bond paper (1)

waxed paper (6)

cardboard (5)

paper-making machine (1)

Column B.

1. 150 feet in length

2. linen and silk

3. boiled in a tank

4. ground and bleached

5. mechanical pulp

6. paraffin

7. cotton and linen

Number of answers 17. Number correct.....

READING EXERCISE No. 14

Variety—kind	Dauntless—fearless
Rink—enclosed sheet of ice	Arduous—difficult
Dart—dash	Drama—play
Disc—a flat circular object	Contending—opposing
Puck—flat rubber disc used in hockey	Crestfallen—bowed, dejected
Din—noise	Perspiring—sweating

Canada is the land of winter sports. Not only are there skating, coasting, skiing and snowshoeing but, most exciting of all for our boys and young men, there is the national game of ice-hockey. What boy, in the eastern provinces at least, has not, on a frozen pond, played the game with a stick made from a piece of fence rail and a stone or knot of wood for a puck? Who does not still carry scars from wounds received in this rough and thrilling game? The girls who play the grass variety know a great deal about real hockey, for the rules are somewhat alike for both games. To-day, every town and village has its covered rink which can be used all through the stormy winter. How swiftly the players dart over the ice, and how quickly the little rubber disc is passed from one player to another or is shot like lightning towards the enemy's goal!

How the team's supporters hold their breath as one of their own players makes a rush with the puck into the enemy's territory, and what a cry of disappointment is heard as he loses it to his opponent or misses the goal by a hair's breadth! The pleasure and excitement are increased by the attendance of the village band, which plays its liveliest and most thrilling selections and adds to the din on the grandstand. Every eye is on the dauntless goal-tender as he turns aside shot after shot with his stick, his heavily gloved hand or his padded breast. The referee has an arduous task as he skates swiftly among the players and attempts to follow each move of the rapidly-shifting drama. Sometimes he detects a player tripping or checking his opponent in his anxiety to win an advantage and sends him crest-fallen to the side-lines to cool off. Sometimes he blows his whistle to settle a dispute between two hotly contending players. At last a final blast tells us that the game is over, and twelve weary and perspiring men glide slowly through the side door to their dressing room. We must see the next hockey game.

EXERCISE A.

Underline the word or words in the story telling:

- (1) The name of the land of winter sports.
- (2) Where the game is usually played during stormy weather.
- (3) Where the spectators are during the game.
- (4) Where the players go when the game is over.
- (5) The name of the one who decides the points of play.

EXERCISE B.

Underline the word or words making the best ending:

- (1) The most exciting sport for Canadian boys and young men is
(a) skating, (b) snowshoeing, (c) grass-hockey, (d) ice-hockey.

(2) Most boys of the eastern provinces learned the game (a) in a rink, (b) on a frozen pond, (c) on a lake, (d) on a river.

(3) Grass-hockey is played mostly by (a) girls, (b) boys, (c) children, (d) men.

(4) Grass-hockey is (a) more thrilling than ice-hockey, (b) not so rough as ice-hockey, (c) more interesting than ice-hockey, (d) played in a rink.

(5) To-day ice-hockey is usually played (a) on a frozen pond, (b) in a covered rink, (c) on a grassy field, (d) on a frozen lake.

(6) "The little rubber disc" refers to (a) the puck, (b) the rink, (c) the ball, (d) the goal.

EXERCISE C.

Fill in the blanks with the most suitable word chosen from the list at the right:

(1) The team that lost felt disappointed variety
as they left the ice.

(2) The players showed their arduous dauntless
at losing the game.

(3) Climbing the high mountain is a very arduous contending
task.

(4) The referee blew his whistle to crestfallen
stop the game.

(5) Which variety of hockey do you like drama
better?

(6) The players were hotly contending arduous
for the victory.

(7) The dauntless player rushed into the fray
disappointment

(8) Did you see the drama which
was played in the theatre?

(9) We could hear the whistle above the din
of the grandstand.

EXERCISE D.

To what or to whom does each of the following refer?

(1) The little rubber disc. puck

(2) The most exciting national game. ice hockey

(3) Both games. hockey grass hockey

(4) Twelve weary and perspiring men. players ice hockey team

(5) He blows his whistle. referee

(6) He turns aside shot after shot. goalie

(7) Is shot like lightning towards the enemy's goal. puck

Number of Answers 27. Number correct.....

READING EXERCISE No. 15.

Annual—yearly

Expedition—trip

Takes her bearings—finds her location

Provision—stock with food

We have many kinds of Hermit Wasps. Because they live and hunt alone, they are usually known as the Solitary Wasps. In the playground of a city school a number of these wasps have built their nests for many years. And where do you suppose they build them? In the ground, which is trampled hard by hundreds of hurrying, heedless feet! Towards the end of May or early in June I pay my annual visit to the Hermit Wasps. All that you can see above ground are numerous tiny mounds, each with a hole in the centre, and the busy hermits flying to and fro.

Two hermits never seem to occupy the same cell or dugout, and it is hard to understand how each wasp can pick out her own nest among a dozen others. Before setting out on a hunting expedition, Mrs. Wasp takes her bearings. She flies a little way and comes back, as if she had forgotten her purse or her umbrella. But she does not enter the door to her dwelling, she merely hovers over it for a moment, and is off again. Three or four of these trial flights are attempted before Mrs. Wasp makes a bee-line for her favourite hunting-ground. She may be absent half an hour, but is usually back in ten minutes. If you have patience you will see her return, bearing a victim of the chase. She drops it on the mound of sand, where she leaves it while she descends into her dugout. This is our chance. We examine the lifeless form closely and find that it is a large fly, which the brave huntress has killed by biting it just under the wings.

But the Hermit Wasp soon puts an end to our studies. She pokes her head out of the dugout, seizes the fly by the head and drags the luckless creature into the grave she has prepared for it. What will she do with the fly? Eat it. No she is providing food for the use of her children.

Not all Hermit Wasps provision their nests with flies. Some use spiders; others prefer beetles, young grasshoppers, plant-lice or caterpillars. The largest of the Hermit Wasps is found only in the East. She hunts in the pine trees for the cicadas that sing so gaily in harvest-time. Driving her sting into a cicada just in the right place to make it senseless, she usually falls with her victim to the ground. Not being strong enough to fly away with her prey, she drags the helpless cicada up the tree to such a height that she can glide with it to her nest, a dugout similar to but much larger than the one we have been studying.

EXERCISE A.

Fill in the blanks with suitable words found in the story:

1. Hermit wasps build their nests in the ground.
2. Mrs. Wasp takes her bearings before setting out on a expedition.

50
450

3. You will see her return bearing a nest of the close spiders
4. She catches flies to provide food for her nest
5. Other Hermit Wasps provision their nests with (a) spiders
(b) nest (c) grasshoppers (d) plant-lice (e) cicadas
6. The largest of the Hermit Wasps hunts in the pine tree for cicadas

EXERCISE B.

From the list of words on the right select the best meaning of each word on the left and write it in the blank after the word:

1. solitary	<u>living alone</u>	merrily
2. expedition	<u>trip</u>	float downward
3. luckless	<u>unfortunate</u>	late summer
4. providing	<u>furnishing</u>	unconscious
5. harvest-time	<u>late summer</u>	unfortunate
6. senseless	<u>unconscious</u>	living alone
7. glide	<u>float downward</u>	trip
8. gaily	<u>merrily</u>	furnishing

EXERCISE C.

Underline the word or words making the best ending:

1. Hermit Wasps usually build their nests in hard ground, because
(a) they are fond of hard work, (b) soft earth or sand would
fill up their dugouts, (c) the hard ground keeps out the rain,
(d) enemies cannot dig up the hard ground.
2. Before leaving on a hunting expedition, Mrs. Wasp (a) blocks
up the entrance to her nest, (b) places another wasp to guard
her nest, (c) makes sure she can find her nest again, (d)
moves the pile of earth away from the nest.
3. The largest of the Hermit Wasps provisions her nest with (a)
plant-lice, (b) grasshoppers, (c) spiders, (d) cicadas.
4. She pulls her victim back up the pine tree, (a) in order that
she may glide with him to her nest, (b) to see where her nest
is, (c) because she fears that a robin may eat him, (d) because
the cicada lives in the pine tree.
5. Hermit Wasps dig holes in the ground, (a) to make homes for
themselves, (b) to trap insects, (c) as graves for their victims,
(d) to form nurseries for their young.

Number of answers 28. Number correct.....

READING EXERCISE No. 16.

Contagious—catching for She catches flies to provide
Induce—persuade for Prescription—a doctor's order for medicine

(a) (b) (c) (d)

The Health Reader tells us how we may catch contagious diseases such as measles and mumps, but not how to cure them. I think that I have discovered a cure for the measles, although I would rather have the disease than take the cure. I became exposed to the measles one Saturday by meeting in our block a boy with a very red face. Of course he did not know that his face was red, until I told him. Here, I said, "let us go and see the druggist. He will know what is wrong with you." After I had looked at his tongue and raised his eyelids and pounded him on the chest and timed his pulse with my new watch, we went along together.

As soon as the druggist saw us he said: "My, my! Go away from that candy box. You have measles. And you," he said, pointing to me, "will have it, too." This fellow seemed proud to think that he had the measles and hurried home to tell the good news. He felt sure that he would have to stay out of school for a long time. But that was why I worried about myself. The month before, if I had made twenty more marks on each subject, I should have been even with Fred, who is first in the class. When I asked Father if I could go to the Prairie for the summer holidays, he said, "Yes, if you are first in the class."

Then a happy thought came to me. If Fred caught the measles, I might still have a chance. If I could only induce him to walk to the drugstore with me and eat some of that candy, the problem would be solved. A few minutes later I knocked on Fred's door and found him reviewing history; but he refused to come out. "I will buy you some nice candy at the drugstore if you will come along," I said. He came. Soon we were looking in at the window. "There is some round white candy on the counter, and there is ten cents," I urged. Fred took the money and sauntered in. While waiting for the druggist, he carefully selected a candy and put it into his mouth. At that very moment, the druggist appeared.

I did not dare go in, but saw it all through the window. Fred did not like to take the candy out of his mouth in front of the druggist and he dared not chew it, so he instantly swallowed it. I saw him turn pale and gasp; then he hurried out. The round candy was a moth-ball. In the excitement he kept the ten cents. I had the measles and Fred did not. The moth-ball must have killed the germs. Certainly it almost killed Fred, as he was not able to walk home for nearly an hour. If the druggist had been filling out a prescription when I went in with the first fellow and saw what I thought was candy, I should not have had the measles, either.

EXERCISE A.

In the story, underline and number the words which tell:
(a) That the writer lives in a town or in a city.
(b) That measles is contagious.

2. That the writer lives in a town or in a city.
3. When he became exposed to the measles.
4. That the boy's face was not always red.

5. That the druggist knew a case of measles ~~had~~ the instant he saw it.
6. That written examinations were given in the school.

EXERCISE B.

Arrange the following in the order of their occurrence:

countries of Europe and North America, where it is used in the same
countries as coffee and tea. The tea is largely imported from Ceylon, India, and
China, and is also grown in the United States, particularly in the South. The
leaves are dried and then packed in tea bags or in loose form. The tea
is usually served with milk and sugar, and is a popular drink in the United
States and throughout the world.

EXERCISE C.

ad. Underline the word or statement that best describes more.

1. The writer of the story is (a) a druggist, (b) an adult, (c) a speaker.

2. The writer knew that the boy had the measles because (a) he timed his pulse, (b) he pounded him on the chest, (c) the druggist said so, (d) the boy had a red face, (e) the doctor said so.

3. When the writer saw that the other boy had a very red face, he should have (a) kept away from him, (b) looked at his tongue, (c) taken him to the druggist, (d) treated him to candy.

4. The boy was glad that he had the measles, because (a) he wanted to stay at home, (b) he was anxious to tell that he had the measles, (c) he wanted to stay away from school, (d) he liked to be ill.

5. The writer did not want to have measles, because (a) he had had the disease before, (b) he could not then go into the drug-store, (c) he liked to attend school, (d) he wanted to be first in the class.

6. If Fred caught the measles, the writer would still have a chance to be first, because (a) Fred stood first in the class, (b) he was twenty marks below Fred in each subject, (c) while ill, Fred would have to stay away from school, (d) he did not like Fred.

(3) A picture in the title passage measures 12 cm.
Number of answers 19. Number correct 17.

READING EXERCISE No. 17.

Commerce—business

Curios—interesting, rare articles

Semi-solid—half solid and half liquid

Converted—turned

Extensively—largely

Perhaps the greatest friend of millions of people living in the tropics is the cocoanut palm. This tree supplies them with food and drink, with houses and even with clothing. Its light spongy wood is used in building, for making furniture and curios, and is known in European commerce as porcupine wood. The natives of tropical countries use its leaves, as we use cedar shingles, for thatching the roofs and sides of buildings. These broad leaves are also woven into baskets, converted into fans, and, after suitable preparation, made into clothes.

The meat of the cocoanut is a delicious food when eaten fresh, and grocery stores throughout the world sell the grated nut. The milk of the nut, fresh and sweet in taste, is refreshing when drunk from an almost ripe nut, but the sap of the tree is more widely used as a drink. This sap, known as "toddy" or "tuba," is obtained from cuts made high up on the tree, and may be drunk immediately. Much of it, however, is distilled to produce an intoxicating liquor known as arrack. From the sap sugar is also made.

The most important commercial product of the cocoanut tree is copra, the dried meat of the nut. This is largely shipped to the countries of Europe and North America, where it is used in the manufacture of a great variety of valuable products.

From a thousand nuts about twenty-five gallons of oil can be obtained. What is then left is known as copra meal and is a valuable food for cattle and poultry. The oil is a white, semi-solid substance with a mild taste and a rather unpleasant odour. When separated, the solid portion is used in making candles. From the oil is made marine soap, which forms a lather with salt water; every ship carries a supply of this soap. Many of the toilet soaps, face creams, shampoos, and shaving creams used in practically every home are obtained from cocoanut oil. Glycerine, used so extensively in the manufacture of explosives, and waterproof polish for furniture and automobiles are also products of this oil.

"Coir," a fibre prepared from the husk of the nut, is largely used in the making of rope, door mats and brushes. The shells provide excellent fuel and are used to a considerable extent in the manufacture of charcoal.

What other tree has so many uses as has the cocoanut palm?

EXERCISE A.

Underline in the story:

- (1) A word indicating that the taste of cocoanut oil is not sharp and biting.
- (2) An explanation of the word **copra**.
- (3) A phrase in the fifth paragraph meaning largely.
- (4) A word telling what is done to **tuba** to produce **arrack**.

EXERCISE B.

Fill the blanks with words or groups of words taken from the story:

- (1) Copra meal is eaten by *coke* and *baulky*.
- (2) The *solid* portion of the *oil* is used in the manufacture of candles.
- (3) Arrack is an *intoxicating* liquor.
- (4) A hundred nuts will produce about *25* gallons of oil.
- (5) Cedar shingles are used in North America for the same purpose as *palm leaves* are used in *tropical* countries.
- (6) From the coarse, stringy fibre of the husks of the cocoanut are made *slope* *doormats* and *brushes*.

EXERCISE C.

Underline the best completion of each of the following:

- (1) Merchants in Europe speak of the wood of the cocoanut palm as (a) palm wood, (b) cedar wood, (c) porcupine wood, (d) cocoa wood.
- (2) Cocoanut oil has (a) a very disagreeable odour, (b) a delightful perfume, (c) a pleasant odour, (d) a slightly disagreeable smell.
- (3) Toilet soaps are made from (a) coir, (b) tuba, (c) cocoanut oil, (d) toddy.
- (4) Toddy is (a) tuba, (b) a drink distilled from tuba, (c) a drink made from arrack, (d) coir.
- (5) Arrack is intoxicating, because it contains (a) glycerine, (b) alcohol, (c) shampoo, (d) a certain amount of cocoanut oil.
- (6) To tie up their boats on the beach, natives of tropical countries often use cord made from (a) copra, (b) coir, (c) tuba, (d) palm leaves.

EXERCISE D.

In the brackets write the numbers of the paragraphs for which the following are satisfactory headings, crossing out any heading which does not fit any paragraph:

Copra (3),

The cultivation of cocoanut palms ()

The uses of the cocoanut tree (1)

Products of cocoanut oil (4)

Food products of the cocoanut palm (2)

Number of answers 26. Number correct.....

READING EXERCISE No. 18.

EXERCISE B

Distinguish—set apart
By-product—something produced
in addition
Develop—open up
Investigation—surveys

Gigantic—huge
Vie—compete
Lubricating—for oiling machinery
Explorations—discoveries

Among the natural products of the earth, oil is probably the most important to-day. Because it comes from the ground, this natural oil is called earth oil, or stone oil in some countries. To distinguish it from all other oils it is often spoken of as mineral oil. When we use the words, naphtha, petroleum, and asphalt, we are speaking of some of the different forms in which this gift of nature appears. As it comes from the ground, it is black or greenish-black in appearance and is called crude oil.

Although oil is found in many countries and in all parts of the world, nations vie with each other in their efforts to add more oil-producing territory to their dominions. Why is it so important? Why is this struggle among the nations? Why are men willing to risk life and fortune in their efforts to discover new oil fields?

If we consider some of the uses of this wonderful natural product, perhaps we shall be able to answer these questions.

In almost its natural state mineral oil is used as a fuel to heat large buildings and to make steam for locomotives. It often provides the power that drives the gigantic ships which ply upon the ocean. How different is this thick, dirty fluid from the clear, transparent gasoline sold at the gas stations! Yet gasoline is a by-product of crude oil. Before electric light became so common, people used another mineral oil product for lighting their homes. It was called kerosene and looked very much like gasoline. Who would think that the paraffin wax that is used for making candles, and is often poured on the tops of the jelly jars, is obtained from this oil that comes from the ground? Then the lubricating oils that make it possible for modern machinery to run so swiftly and so smoothly are only other forms of petroleum.

Now that Canada is beginning to develop her oil wells, it is interesting to note that the presence of natural oil within her boundaries has been known for years. The first white man to record finding oil in Canada was (Alexander Mackenzie.) In his own account of his explorations Mackenzie tells us that on the Elk River, near the eastern end of Lake Athabasca, he found some fountains of oil into which a pole twenty feet long could be inserted.

On another journey, in 1789, he saw traces of oil along the banks of the river to which his name has been given. The Indians told him that similar signs were to be found in the region of Slave Lake. The oil which Mackenzie saw along the river was near the site of Fort Norman, where investigations have recently been carried on and where an immense oil area has been discovered. At the present time the Turner Valley is the largest oil-producing region in Canada.

A 2
B 3
C 4
D 5
E 6
F 7
G 8
H 9
I 10
J 11
K 12
L 13
M 14
N 15
O 16
P 17
READING EXERCISES

EXERCISE A.

- Underline in the story four words referring to oil as it is found in the ground. Write the letter O before each of the four words.
- Draw circles around the words that tell the two places where Mackenzie found oil.
- Place two lines under the name of the place where oil is being obtained in Canada today.
- Place brackets around the name of the man who first discovered oil in Canada.

EXERCISE B.

In each of the following groups underline the word or words making the best ending:

- One natural product is (a) gold, (b) steel, (c) cement, (d) cloth.
- Petroleum is sometimes called stone oil, because (a) it is melted from stone, (b) when found it is hard, (c) it is hard, (d) it comes from the ground.
- As it pours from the ground it is called (a) gasoline, (b) kerosene, (c) naphtha, (d) crude oil.
- Oil is found (a) in Canada only, (b) in the United States only, (c) in North America only, (d) in all parts of the world.
- Oil used as fuel in heating large buildings is (a) refined, (b) clear, (c) black, (d) colourless.
- Kerosene was commonly used for (a) driving automobiles, (b) lighting houses, (c) oiling roads, (d) making candles.
- Machines are able to run smoothly and swiftly, because (a) we have steam, (b) we have electricity, (c) their moving parts are well oiled, (d) they are made of steel.
- To develop an oil well is (a) to discover it, (b) to report it, (c) to sell it, (d) to make it produce oil.
- To see traces of oil is (a) to see oil in large quantities, (b) to see oil in small quantities, (c) to hear it, (d) to learn of it.
- Mackenzie's name was given to (a) a river, (b) a lake, (c) an oil well, (d) a town.
- An immense oil area at Fort Norman has been (a) developed, (b) mined, (c) investigated, (d) condemned.
- Oil near Slave Lake was first reported by (a) Mackenzie, (b) the early discoverers, (c) the Indians, (d) oil prospectors.
- Oil is so important, because (a) it is found everywhere, (b) it is very uncommon, (c) it is easy to obtain, (d) it has so many uses.
- "A gift of Nature" is (a) a natural product, (b) a by-product, (c) a fountain of oil, (d) a dominion.

Number of answers 18. Number correct _____

READING EXERCISE No. 19.

Antiquity—long, long ago

Species—kind, sort

Experiment—try out

Fluid—flowing like water

Legible—readable

Process—way, method

Theory—belief

Here are a few facts about ink.

The use of ink for writing goes far back into antiquity. For many centuries men have tried to produce a perfect writing fluid. A perfectly satisfactory ink must flow smoothly from the pen, must dry quickly without spreading over the paper and must possess a lasting quality that will be proof against fading.

③ Ink of such a kind was made by the ancient Egyptians, but the secret process of making this ink was lost, just as many another valuable secret in the knowledge of ancient civilizations has been lost beyond recall. Many of the old papyrus books used by the Egyptians over four thousand years ago were written in this ink. The writing is still legible, thus proving the wonderful lasting properties of the fluid. There is a theory that the Egyptian ink was made of some kind of soot mixed with glue.

Possibly you may have observed peculiar small lumps on the twigs and leaves of trees. You remember the story of how the oyster attempts to rid himself of the grain of sand which has entered his shell and irritates him, and how his efforts produce the pearl, one of the most beautiful of gems. Well, the trees do something of the same sort. Insects lay tiny eggs on the leaves of the growing tree. Apparently the trees do not like these deposits and immediately they set to work to grow lumps or knots over the eggs which the insects have laid.

There is one species of oak, found chiefly in Asia Minor, on which the gallfly lays its eggs. The nutgalls, or lumps produced on these oaks to cover up the eggs of the gallfly, contain a certain amount of tannic acid. These nutgalls are cut from the trees, crushed and then soaked in water for several days. After a time, the liquid is poured off and a chemical known as green vitriol is added, along with mucilage to thicken it and a small quantity of acid to keep it from growing mouldy. The resulting liquid is ink; and ink made in this way is probably superior to any other kind manufactured, particularly on account of its lasting qualities.

At the present time a great deal of ink of poorer quality is made from logwood and, in fact, from many varieties of wood which contain tannic acid.

EXERCISE A.

Draw a line under and number the word or words telling:

- (1) That people long ago tried to produce ink.
- (2) What qualities a perfect ink should possess.
- (3) That the Egyptians made good ink.
- (4) How long the writing done by Egyptian ink would remain visible.
- (5) What causes nutgalls on trees.
- (6) What sort of nutgalls makes the finest ink.
- (7) What is the important substance, so far as making ink is concerned, that is contained in nutgalls.
- (8) What other materials are added to make nutgall ink.
- (9) Another kind of wood from which ink is made.

EXERCISE B.

(1) What was remarkable about the ink made by the ancient Egyptians?

..... possessed great lasting quality

(2) Why is this sort of ink not made now?

..... secret of making is lost

(3) What substances were probably contained in Egyptian Ink?

..... root + glue

(4) Why is nutgall ink superior to all other kinds of ink?

..... great lasting qualities

EXERCISE C.

Complete the following sentences with the proper words chosen from the column on the right:

- (1) Writing is legible when it can be..... read gallfly
- (2) An object is visible when it can be..... seen green vitriol
- (3) Nutgalls contain tannic acid seen
- (4) An insect which lays its eggs on the oak
is the gall fly tannic acid
- (5) A chemical substance used in the making of
ink is green vitriol read

Number of answers 18. Number correct.....

READING EXERCISE No. 20.

Sham—make-believe	Tally—marks for counting
Naked — without clothing or covering	Devised—invented
Rent—tore, split	Contending—opposing
Tomahawk—Indian hatchet used in war	Popular—liked by the people
Trophies—spoils of war	Spectators—onlookers
	Resorted to—tried, adopted
	Repaired—went

1 The Canadian game of Lacrosse is a form of an old Indian game, the name being supplied by the French. It, no doubt, began as a sort of sham battle between two savage tribes of warriors. Teams of about sixty or seventy fighting men faced each other on the largest and most level open field that could be found. Almost naked, except for war paint and feathers, they rent the air with their savage yells. Instead of a tomahawk, each warrior carried a long-handled hickory stick or crosse, the curved end of which was netted loosely with rawhide in which the ball was carried. Hundreds of spectators of all ages and ranks witnessed the fray and cheered their teams. The game, which usually lasted two or three days, was started by a beautiful maiden, who dropped the ball between the crosses of the two opposing leaders.

In a pile along the side of the field the trophies were heaped. These consisted of furs, beads, tomahawks, hatchets and other valuables. Besides the trophies sat grey-haired chieftains who kept the score on their tally-sticks. In order to keep the outcome in doubt and the excitement at high pitch as long as possible, they often resorted to unfair methods of scoring or failed to announce the true tally. Finally, when the zeal of both players and onlookers had been fully satisfied, the result was declared and the game came to an end. The winners collected their spoils and all the players repaired to their own wigwams for a well-earned rest.

Lacrosse, as it is played today, was organized in Montreal in 1867, when the National Lacrosse Association was formed and rules were devised for its direction. It soon became popular. Today it is played in almost every town or city from the St. Lawrence to the Pacific Coast. The contending players meet on a field between netted goals placed about one hundred and fifty yards apart. Each team has twelve players occupying positions similar to those in football.

The game is started from the centre by the referee dropping the ball between the crosses of the two opposing centres. The one who succeeds in scooping it into the net of his stick may run with it, pass it to one of his teammates or shoot for goal from any position. He must avoid touching the ball with his hand lest a penalty be called against him. The team which succeeds in netting the larger number of goals in the two periods of play is the winner.

Lacrosse, while perhaps not so popular as ice-hockey, is often spoken of as Canada's National Game.

EXERCISE A.

Underline and number the word or words in the story telling:

- (1) The origin of the word "Lacrosse."
- (2) When it was first played.
- (3) How many men originally took part in the game.
- (4) Where the game was played.
- (5) What each player carried in his hand.
- (6) By whom the ancient game was started.
- (7) By what means the score was kept.

EXERCISE B.

Underline the word or words making the best ending:

- (1) Lacrosse was first played by (a) the French, (b) the Indians, (c) the English, (d) the Canadians at Montreal.
- (2) The game lasted (a) an hour, (b) two or three days, (c) a week, (d) half an hour.
- (3) The game was started by (a) the referee, (b) the grey-haired chieftains, (c) the leading warriors, (d) an Indian girl.
- (4) The ball was carried in and passed from (a) the crosse, (b) the goal, (c) the spectators, (d) the chieftains.
- (5) Trophies were given to the (a) chieftains, (b) maiden, (c) leaders, (d) team or tribe which won the game.
- (6) The score was kept by (a) the spectators, (b) the referee, (c) the chieftains, (d) the maiden.
- (7) After the game the players retired to (a) the largest field that could be found, (b) their wigwams, (c) the forest, (d) their canoes.
- (8) Modern lacrosse was organized in (a) New Westminster, (b) Montreal, (c) Toronto, (d) Winnipeg.

EXERCISE C.

Select from the list at the right the suitable word and write it in the blank:

- (1) After the meeting we repaired to our homes.
- (2) The dealer resorted to questionable methods of weighing his coal.
- (3) The spectators greatly enjoyed the performance.
- (4) The lawyers were hotly contending for the decision.
- (5) The victors returned home with their trophies.
- (6) The great inventor devised a useful machine.

(1) After the meeting we	<u>repaired</u>	trophies
our homes.		devised
(2) The dealer	<u>resorted</u>	spectators
to questionable methods of weighing his coal.		resorted
(3) The	<u>spectators</u>	repaired
greatly enjoyed the performance.		contending
(4) The lawyers were hotly	<u>contending</u>	for the
decision.		trophies
(5) The victors returned home with their	<u>trophies</u>	
(6) The great inventor	<u>devised</u>	
a useful machine.		

Number of answers 21. Number correct _____

READING EXERCISE No. 21.

The word **telephone** means **sending sounds a long distance**. A man in Montreal, who has just arrived at his office, can now speak to a man in London, England, who is just thinking of going to lunch. When it first came into use, the telephone was regarded as a wonderful invention; but now, by means of the radio, the human voice can be sent around the world. Both the radio and the telephone are operated by a wonderful force called electricity. Though man does not know what this force really is, he has learned to use it for many purposes. It is so powerful that by its means we run railway trains, turn the wheels in great factories and light our cities; yet it is so well under control that with it we can operate the most delicate instruments.

Alexander Graham Bell was the inventor of the modern telephone. His first successful experiments were made in Brantford, Ontario, which on that account is known as the Telephone City. In the fall of 1876, Bell sent his first telephone message over a wire which he had strung from Brantford to Paris, a distance of eight miles. One of the first messages sent over this wire was the Lord's Prayer in the Mohawk language, delivered by the Mohawk chief, Smoke Johnson, the father of Pauline Johnson, the Canadian poetess.

When we think of the many uses we make of the modern telephone, we wonder how we could get on without it. If there is illness in the home, the doctor is summoned by telephone, and perhaps the life of a dear one is thereby saved. A call is sent in by a distant forest-ranger, and vast areas of valuable timber are saved from destruction.

In nearly every store, office and home throughout the United States and Canada, you will find a telephone. This public utility saves long delays and much letter-writing. For the convenience of people who are out of reach of their own telephones, pay-stations have been installed in many drug-stores, hotels and other public places. By putting a nickel, a dime or a quarter in a slot and lifting the receiver, we can get "central" to connect us with our home in the suburbs, our office or some person who lives at a long distance.

EXERCISE A.

Draw a line around the words in the story that tell you:

- (1) Who invented the telephone.
- (2) Where the telephone was invented.
- (3) The town to which the first message was sent.
- (4) Who sent one of the first messages.
- (5) What message he sent.

EXERCISE B.

Put a cross in the blank space in front of each sentence that is true:

1. (a) The telephone was invented by Edison.
(b) The inventor of the telephone was Smoke Johnson.
(c) Pauline Johnson invented the telephone.
(d) Alexander Graham Bell invented the telephone.
2. (a) Telephones are operated by steam.
(b) Telephones are worked by steam-engines.
(c) Electricity is the power used in operating telephones.
(d) Gasoline is used for this purpose.
3. (a) Telephones save much time.
(b) Telephones sometimes save forests.
(c) Telephones are chiefly useful to idle or lazy people.
(d) Telephones are useful to busy people.

EXERCISE C.

Fill in the blanks with suitable words found in the story:

1. Pauline Johnson belonged to the Oniawak tribe of Indians.
2. She was a great poetess.
3. Her father was Smoke Johnson.
4. The town of Paris must be in the Province of Ontario, because it is only 8 miles from Brentford.
5. Telephones are used by fire wardens in protecting houses from fire.
6. Many lives have been saved by sending for the doctor by telephone.
7. You use a pay-station telephone when you are away from your telephone or your home.
8. To call a person on a pay-station telephone, you first put in the coin, a nickel, a dime, or a quarter. You then lift the receiver and wait until somebody answers.

Number of answers 29. Number correct _____

READING EXERCISE No. 22.

Existing—living

Delicate—light and finely made

The elephant is one of the most interesting animals on the face of the globe. He lends dignity to the circus parade, bringing us a vision of strange lands; and he has more admirers among the small boys than any other animal under the circus canvas. He is different from most other existing animals, because, like the whale, he belongs to the life of an earlier age; yet he is well-suited to the world of to-day and ranges over a great stretch of tropical country both in Africa and Asia.

The trunk of the elephant is one of the wonders of nature, and is more useful than the tail of a monkey, the beak of a bird or the human hand. It is both delicate and powerful. It will uproot trees or gather grass; pick up a pin or lift a cannon; brush off a fly or kill a man. The trunk is really a combination of the upper lip and the nose, formed into an organ of touch. Through it the elephant breathes; by it he places food and water inside his mouth; he uses it to kiss his mate or to punish his unruly son. Can you wonder that for all these purposes it has more than forty thousand muscles? Because of his trunk the elephant can wade through very deep water; for, though his head is below the surface, by raising his trunk he can obtain fresh air in abundance.

The elephant is very near-sighted, and cannot see a hunter at a distance of eighty yards; but his senses of smell and hearing, as one would expect, are very keen. He is a very clever animal and he has a lasting memory, which enables him to recall an old injury, nurse an old grudge, or, when trained, to do a simple trick very exactly. In Burma the elephants work in the lumber-yards, piling the timber neatly, and even placing the logs on the saw-carriage in the right position to meet the saw. The strength of the animal is enormous, one elephant being able to do the work of sixteen oxen.

EXERCISE A.

In the story underline and number the words which tell that:

1. Elephants have lived a long time on the earth.
2. They are great travellers.
3. They dwell in warm lands.
4. They have a sense that is very weak.
5. They repeat an act well.
6. Africa and Asia are warm countries.

EXERCISE B.

Write the groups of words from the story meaning:

1. travels far and wide
2. a view of other countries
3. the most of the Eastern Hemisphere
4. he is liked best
5. of long ago

6. to do so many things

7. his poor vision

8. he never forgets

EXERCISE C.

List the following uses of the elephant's trunk as being delicate or powerful:

to lift a cannon to unroot trees to kiss his mate to kill a man
to brush off a fly to pile lumber to punish his son to take up
to breathe to pick up a pin water

Powerful

1. lift canon
2. uproots
3. pile lumber
4. kill man
5. take up water

Delicate

6. brush fly
7. to brush
8. pick pin
9. kiss mate
10. punish son

take up water

EXERCISE D.

The correct meaning of each word in Column I. is to be found in Column II. After each word write its meaning:

I.

enormous huge
enables makes one able to
grudge ill-feeling
abundance plenty
dignity commanding respect
vision sight
admirers those who approve of him
combination something made of parts
tropical belonging to hot countries

II.

commanding respect
sight
huge
ill-feeling
belonging to hot countries
something made of parts
makes one able to
those who approve of him
plenty

EXERCISE E.

Underline the words that will best complete each sentence:

1. The elephant uproots trees, because (a) they are in his way, (b) he needs exercise, (c) it brings the leaves at the top within his reach, (d) he eats the roots.
2. The elephant differs from all other animals in that he (a) is near-sighted, (b) has a trunk, (c) lives to be very old, (d) has a good memory.
3. The elephant is well-suited to the world of to-day, because (a) he has such a useful trunk, (b) he can pile up lumber, (c) he can wade under water, (d) he can do simple tricks in a circus.

Number of answers 36. Number correct _____

READING EXERCISE No. 23.

Beacon—a guiding light, a tower to carry a light
Erected—built

Chandelier—something to hold a number of lights

Buoy—a floating mark to show sailors where to steer ships

Automatic—acting without constant attention

Delicately adjusted—fitted or balanced in a very exact way

One of the Seven Wonders of the Ancient World was the Pharos of Alexandria. This was a beacon upon which Egyptian priests kept a fire burning to guide ships safely to the port at the mouth of the Nile River. Since those days of over two thousand years ago, lighthouses have been erected in all parts of the world. The sailor, whose vessel is threatened by storm and fog, by iceberg and hidden reef, must be warned of danger and guided to safety.

A modern lighthouse is very different from the wood-burning tower of long ago. A round tower of granite blocks or of concrete and steel, it stands probably 140 or 150 feet above the lashing waves, flashing a light which can be seen for perhaps twenty miles. A hundred years ago the Eddystone Lighthouse, off the south coast of England, had a chandelier of tallow candles burning within a reflector of glass mirrors. To-day, the new Eddystone possesses a light of 292,000 candle power obtained from petroleum vapour.

Thousands of lighthouses, lightships and buoys now dot the coasts of Europe and North America, some giving out a steady, unbroken beam of light, others flashing at regular intervals their messages to the men whose duty it is to bring their ships safely to port. Canada has 1654 lighthouses and unwatched automatic lights of various kinds. The Pachena Lighthouse, Vancouver island, has a lens composed of over 600 pieces of curved flint-glass, cemented in a gun-metal frame. About two tons of glass and one and one half tons of gunmetal were used in making the twelve-foot lens which revolves about the petroleum-vapour light. This enormous lens, shaped somewhat like a bee-hive, stands on a three-ton turntable, which, in turn, rests on 800 pounds of mercury and is so delicately adjusted that it can be turned with one finger.

The life of some of the lighthouse-keepers is indeed lonely. Only in July and October, when the Government steamer from Charlottetown brings them supplies, do the keepers of the North Belle Isle light on Belle Isle, near Newfoundland, see people from the outside world. Enduring terrible loneliness in their storm-swept towers, and constantly tending their signal lights so that no sailor shall look in vain for guidance, the lighthouse-keepers play a very great part in making navigation possible under all conditions. Our sailors have no better friends and our government no more faithful servants than these guardians of our dangerous sea-ways.

EXERCISE A.

On each line write a word from column II opposite its meaning in column I.

I.	II.
built	enormous
mariner	ancient
a fat made from cattle or sheep	duty
different	guidance
present-day	revolves
sailing	tallow
very, very old	modern
turns around	erected
very large	sailor
work that a person must do	navigation
assistance in finding the right direction	various

EXERCISE B.

Underline in the story:

- (a) The names of three materials now used in building lighthouses.
- (b) The fourth of the dangers that threaten ships.
- (c) The word indicating how the pieces of glass forming a large lighthouse lens are fastened into the metal frame.
- (d) A phrase in the last paragraph which could be replaced by "at all times."
- (e) One word describing the life of the lighthouse-keeper.

EXERCISE C.

Fill in the blanks with words or phrases from the story:

There have been many Eddystone lighthouses, the first burning and the latest

Lighthouse-keepers are of sailors and of the government. Some lighthouses give an light.

EXERCISE D.

Underline the best completion of each of the following:

- (1) The earliest lighthouses used (a) electric lights, (b) petroleum vapour, (c) coal gas, (d) wood.
- (2) At the mouth of the Nile is the port of (a) Pharos, (b) Alexandria, (c) Egyptian, (d) Eddystone.
- (3) A round tower in which men live to tend the light is (a) a lighthouse, (b) a lightship, (c) an unwatched automatic light, (d) a buoy.
- (4) Resting and turning on the mercury in the Pachena Light-house is a weight of (a) 2 tons, (b) 3½ tons, (c) 6½ tons, (d) 800 pounds.

Number of answers 25. Number correct.....

READING EXERCISE No. 24

Altitude—height above the ocean	Bombardment—attack
Intense—very great	Individual—person
Venom—poison	Intelligent—wise
Excess—more than the usual amount	Retains—keeps

There are some animals which always bring us visions of strange lands. When we see the picture of a yak we think of the cold regions of Asia. The chamois suggests the mountain peaks of Switzerland. The sight of a camel in a circus parade reminds us of pictures of caravans winding their way across the ³thirsty desert. The kangaroo recalls the ¹⁴burning plains of Australia, with their clumps of stunted scrub.

In Peru is found the camel of South America. It is called the Llama; and what the camel does for the inhabitants of the desert, the llama does for the dwellers of the high Andes. The llama is smaller than the camel. It has a long neck but has no humps on its back.

In some ways the llama resembles the sheep, as it is covered with a long shaggy coat of wool. This wool is reddish yellow in colour and is much prized by the natives who weave cloth from the heavy fleeces. The camel is well adapted to life in hot, dry countries, but the llama chooses the mountains for its home. In its wild state it is frequently found at an altitude of sixteen thousand feet and it will seldom descend willingly below seven or six thousand feet.

The llama is the chief beast of burden in the mountains of Peru and Bolivia. Its heavy coat protects it from the intense cold of the great heights. Its feet are pointed and divided into two toes, each protected by a strong nail or hoof. A thick pad forms the under part of the foot. With such feet the llama can clamber in safety along the steep, rocky, mountain trails.

The food of this interesting animal consists of mosses, lichens, and tough reeds and shrubs, such as grow in high mountains. If it can find juicy food, it requires very little water. Although the llama has been tamed and is regarded in some parts of South America as a domestic animal, it still retains some of the habits of its wild state. If a herd is suddenly alarmed or attacked, the animals gather in a group, tails together and heads toward the enemy. Their only defence is their saliva, which they squirt through their teeth. The person who is so unfortunate as to receive this bombardment is in much the same condition as the individual who offends a skunk at close quarters, and in addition, the saliva is as dangerous as the venom of a snake if it reaches an open wound.

Although the llama is a willing worker and generally good-tempered, it is intelligent enough to know when it is being over-worked. Should its master place too large a load on its back, it immediately lies down and refuses to move until the excess baggage has been taken off.

EXERCISE A.

Draw lines under each of the following and write the number beside each:

1. The name of the continent in which the llama is found.
2. The names of the countries in which the llama is most common.
3. Two words in the first paragraph that describe deserts.
4. Two words in the second paragraph that mean 'people.'
5. Two words that tell what mountain trails are like.

EXERCISE B.

The llama is like the camel, because

1. it does not sweat, South American, what, camel does in desert.
2. has a long neck.

The llama is unlike the camel in the following ways:

1. smaller
2. no humps.

The llama is like the sheep, because

covered with a long shaggy coat of wool

EXERCISE C.

In each group underline the word or words making the best ending:

1. The animal taken to represent Canada is (a) the dog, (b) the ostrich, (c) the beaver, (d) the skunk.
2. The animal sometimes taken to represent the United States is (a) the vulture, (b) the eagle, (c) the hawk, (d) the snake.
3. The kangaroo might be taken as the emblem of Australia, because (a) it is never seen in any other country, (b) it thrives well in Australia, (c) many Australians keep one as a pet, (d) it is found wild only in Australia.
4. The llama is called (a) the Ship of the Desert, (b) the White Man's Burden, (c) the Camel of South America, (d) the Peruvian Goat.
5. In its wild state, the llama lives (a) high in the mountains, (b) one thousand feet above sea level, (c) on the plains, (d) along the river banks.
6. In its manner of defending itself the llama is most like (a) the tiger, (b) the camel, (c) the sheep, (d) the skunk.
7. A beast of burden is used chiefly for (a) carrying or pulling loads, (b) running races, (c) food, (d) hunting.
8. A domestic animal is one that (a) is hunted for its fur (b) is tame, (c) is commonly kept in houses, (d) is always a beast of burden.
9. When attacked, the llama (a) runs away, (b) charges, (c) spits, (d) bites.
10. The llama requires little water, when (a) it is working, (b) it has enough to eat, (c) it is in the mountains, (d) it can obtain juicy food.
11. When the llama is too heavily burdened, it (a) screams, (b) lies down, (c) bites, (d) kicks.
12. The llama can live in cold climates, because (a) it has a warm coat, (b) it has a long neck, (c) it has cushioned feet, (d) it has two toes on each foot.

Number of answers 22. Number correct

READING EXERCISE No. 25.

Artificial—made, not found in nature	Visible—can be seen Varieties—kinds
Pursue—follow after, chase	Irritate—annoy
Petroleum—crude, rock or mineral oil	

Some ink is made from artificial dyes, but such ink fades far more quickly than nutgall ink. The reason why fountain-pen ink is made from artificial dyes is that such ink is very smooth and does not thicken when left in the barrel of the pen for a length of time.

You have probably seen pictures of that strange plant known as the cactus, which grows in Mexico and in Central and South America. There is a tiny insect called the cochineal, which lives on the cactus plant. From the bodies of cochineal insects, there is obtained a coloring matter from which red ink is made.

In your nature lessons you have no doubt learned about the cuttlefish, which carries a sackful of dark brown liquid. When pursued by his enemies, the cuttlefish sends up a big cloud of this dark liquid, a sort of smoke screen, so that the sea all around him becomes dark and he is thus hidden from his pursuers. From this liquid found in the cuttlefish, sepia ink is made.

Of course there are many special kinds of ink, such as printers' ink, which is usually made by mixing lampblack and linseed oil. When gas, petroleum, pitch and such substances are burned, the smoke or soot collected is known as lampblack.

You have probably read interesting stories about spies and detectives who used secret inks in writing their messages. If you wish to try out one simple form of secret ink, write with lemon juice. When the juice is thoroughly dried hold the paper over a candle flame and, presto! your writing at once becomes visible.

EXERCISE A.

Fill in the blanks:

(1) Ink made from dyes is not so satisfactory as ink made from nutgalls, because *it fades*

(2) Fountain-pen ink is made from dyes, because *it does not thicken*

(3) The insect which lives on the cactus plant is the *cochineal*

(4) From the bodies of these insects there is obtained a *coloring matter*

used in the making of *red ink*

(5) The cuttlefish carries a sackful of dark brown liquid.

(6) When he wishes to avoid his enemies, the cuttlefish sends up a big cloud.

(7) From the liquid of the cuttlefish sepia
ink is made.

(8) Printers' ink contains lampblack and linseed oil.

EXERCISE B.

In the brackets write the numbers of the words on the right which match the words on the left.

red ink (3)	1. lemon juice
sepia (4)	2. artificial dye
printers' ink (5)	3. cochineal
secret ink (1)	4. cuttlefish
fountain-pen ink (✓)	5. lampblack and linseed oil.

EXERCISE C.

On the lines below, answer the following questions:

(1) How is red ink made? made from material from cochineal

(2) How is sepia ink made? made from liquid found in cuttlefish

(3) How is printers' ink made? from lampblack + linseed oil

(4) How is lampblack made? from burned gas petrolum pitch

EXERCISE D.

Describe how to read a page written in lemon juice:

Hold paper over candle flame and
writing becomes visible

EXERCISE E.

(1) Can writing be visible and yet not legible? Yes

(2) Can writing be legible but not visible? No

Number of answers 22. Number correct _____.

READING EXERCISE No. 26.

Elders—older people	Fungus—a plant
Feat—a notable act	Tinder—a dry substance used for kindling fire
Friction—the act of rubbing one body against another	Nimbly—swiftly and skilfully
Flint—a very hard stone	Relax—slacken, give up
Char—to brown slightly	

Hawk-Eye was a little Indian boy who lived in the forest long ago. He did not go to school, but learned many useful things from his parents and elders. He could climb trees, catch fish, row a canoe, and shoot small game with his bow and arrow. Sometimes he wandered in the woods far from home but was never lost, for he had learned to tell the direction from the roots and moss of the trees.

One day Hawk-Eye's father and mother went on a long journey, leaving him at home with his younger brothers and sisters. His father warned him to watch the fire very carefully, because, if it went out, it would be very difficult indeed to rekindle. But Hawk-Eye was deeply interested in his play and, before he realized how rapidly the time was passing, the fire had gone out. Not a spark remained.

What was he to do? He must not wait for his parents to return and find that he had forgotten his father's instructions. There was no near neighbour and he had never kindled a fire himself, although he had often watched his father do so. He thought that he must do exactly as his father had done.

Looking around, Hawk-Eye found some dry birch bark and a piece of fungus which had been laid aside for tinder. Then he found two pieces of dry soft wood. One was a stick about ten inches long with a blunt point at one end. The other piece was flat, with a notch cut in one side of it. Placing the flat piece on the ground and squatting before it, the boy took the stick between his hands and, pressing its end against the flat piece, began to turn it quickly first one way and then the other, taking care to keep the point always at one spot. His hands moved nimbly up and down the stick, but he kept pressing down to increase the friction.

After what seemed a long time the flat piece of wood began to smoke and char. Hawk-Eye's hands were blistered and great beads of sweat stood upon his forehead, but he must not give up. Finally, with the aid of his little brother, who held the tinder close to the charring wood, the boy succeeded in producing a flame. When his parents returned, the fire was burning briskly.

Years afterward Hawk-Eye learned from the White Man how to use flint and steel, and to make tinder from old burned rags; but he never forgot the first day he kindled a fire.

EXERCISE A.

Draw a line under the word or words making the best ending:

1. Hawk-Eye lived (a) in the city, (b) in a village, (c) in the forest, (d) beside a lake.

2. Hawk-Eye did not go to school, because (a) there were no schools where he lived, (b) he was too young, (c) he did not like a school, (d) he was needed to kindle fires.
3. Hawk-Eye was never lost in the woods, because (a) his father always went with him, (b) he was never allowed to go into the woods, (c) some of his elders went with him, (d) he had been taught how to find his way in the woods.
4. His father warned Hawk-Eye to watch the fire, because (a) it was so difficult to relight a fire, (b) he was afraid that the house would catch fire, (c) the weather was cold, (d) fire would frighten away wild animals.
5. Hawk-Eye had no matches, because (a) he lived so far from the city, (b) he lived before matches were invented, (c) there were no near neighbours, (d) his father was afraid that he would set the house afire.
6. When the fire went out, the boy felt (a) afraid, (b) glad, (c) angry, (d) worried.
7. When Hawk-Eye's parents returned, they (a) scolded him (b) praised him, (c) thanked the neighbours, (d) did not know that the fire had been out.
8. For kindling a fire the White Men used (a) flint and steel, (b) matches, (c) fungus, (d) birch bark.

EXERCISE B.

Underline the word or words in the story telling:

1. Where Hawk-Eye lived.
2. Who taught him many things.
3. What he could shoot.
4. What he used to shoot with.
5. How he found his way in the woods.
6. Whom he had seen kindle a fire.
7. What his father had used for tinder.
8. From whom he afterwards learned a better way to kindle a fire.

EXERCISE C.

Fill in the blanks with the proper words from the list on the right:

1. The boys went to the woods to shoot small *game* *game*
2. They saw a sign pointing in the *direction* *direction* *friction*
3. It was a difficult *feat* *feat* to kindle a fire without matches. *tinder*
4. The fire was started by the *friction* *friction* between the two sticks of wood.
5. The White Men used a piece of burned rag for *tinder* *tinder* direction
6. The Indians used birch bark and *fungus* *fungus* as tinder.

Number of answers 22. Number correct.....

READING EXERCISE No. 27.

The Scoters belong to the Sea Ducks. In winter you will see them swimming and diving a little way from the shore. They always come close to the shore to feed; but they may swim, dive or fly a long way out when they have been frightened or want to sleep.

Scoters are good divers and often swim a long distance under water, using their wings as well as their feet to drive themselves along. They dive for most of their food, which consists chiefly of mussels and other shellfish. The Scoter brings the mussel to the surface, shifts it about until it is end-on in his bill, and then swallows it whole, without breaking the shell. Occasionally he swallows a few stones to help digest the mussels. For variety he will often eat a little seaweed or eel-grass.

The female Scoter is not so brightly coloured as the male. The male Surf Scoter has a large orange-coloured bill with a black spot on each side. On the front of his head is a three-cornered white patch, pointing forward, and at the back of his head is another larger three-cornered white patch pointing backward. The female Surf Scoter has none of these ornaments, but she has two dull-white patches on each side of her head. The general colour of the male is black, both above and below. The female is brown above and gray beneath.

When nesting time comes the female Scoters usually go inland to some lake or slough. Generally their nest is just a hollow in the ground, lined with dry grasses, weeds and sometimes with feathers. The Surf Scoter lays five to eight large cream-coloured eggs. As these eggs are eagerly sought by various enemies, the mother bird is careful to select a safe spot for her nest and to cover her eggs when she leaves them.

We have two other Scoters besides the Surf Scoter. The American Scoter is wholly black, except that the base of the bill is yellow. The White-winged Scoter has a white patch on the wing and a white strip extending from below the eye backwards and slightly upwards. Its bill is black at the base and orange at the tip; everywhere else this duck is black.

EXERCISE A.

Fill in the blanks with suitable words taken from the list on the right:

1. A Scoter is a *Sea Duck* mussel
2. A Scoter is a good *diver* black spot
3. The Scoter dives and brings up a *mussel* Sea Duck
4. On each side of the male Surf Scoter's bill is *black spot* diver
5. When the mother Scoter leaves her nest, she *eggs* stones
6. To help digest his food the Scoter swallows *stones* eggs

EXERCISE B.

In the spaces below write the statements that are true:

1. The mother Scoter builds her nest in a tree.
2. The male Scoter does not help the mother Scoter to raise her young.
- ✓ 3. Mussels are swallowed whole by the Scoter.
- ✓ 4. Other shell fish live in the sand with the clams.
5. The Scoters go to sleep in the woods.
6. The eggs of the Scoter are speckled.
- ✓ 7. The Scoter uses its wings in swimming under water.
8. The Scoter goes ashore and dries its wings after diving.
9. When a Scoter gets a mussel he flies to a rock to break it.
- ✓ 10. The Scoter sometimes swallows stones.

1.
2.
3.
4.
5.

EXERCISE C.

On the dotted line answer the question:

1. Where are Scoters found in winter? in the ocean shore
2. Where do female Scoters go to nest? inland
3. Where does the female Scoter build her nest? in the ground
4. Of what color are the eggs of the Surf Scoter? cream
5. Name the enemies that would probably eat the eggs of the Scoter. accoons crows
6. How does the mother bird protect her eggs? covers them

EXERCISE D.

Underline the word or words making the best ending:

1. The male Surf Scoter can be distinguished from other Scoters by (a) his larger size, (b) the black spots on his beak, (c) his feeding habits, (d) the manner in which he dives.
2. The American Scoter may be known from the others, because (a) he is black in colour, (b) there is no white patch on his wing, (c) he has no black spot on his bill, (d) the base of his bill is yellow.
3. The Scoters bring the mussels up to the surface before swallowing them, because (a) they like to show off before the other scoters, (b) they want to crack the mussels on stones, (c) otherwise they would swallow too much water, (d) they want to shift the mussel before swallowing.

Number of answers 25. Number correct

READING EXERCISE No. 28.

Decoration—a medal or badge of honor	Feat—deed
Civilian—belonging to a citizen who is not a soldier	Onset—attack
Gallant—daring for the sake of others	Dorsal—belonging to the back
	Rumors—uncertain reports
	Supreme—greatest of all

When the Duke of York visited Australia to open the new capital at Canberra, he presented to Stanley Gibbs the Albert Medal, the highest decoration in the Empire for civilian bravery, corresponding to the Victoria Cross, awarded to soldiers and sailors for heroic acts in the presence of the enemy. This courageous lad of eighteen went to the rescue of a companion who was attacked by a shark. He fought the monster with his bare hands, put the savage creature to flight and brought his friend to shore. This gallant feat was so notable and daring that young Gibbs has rightly become a hero to his countrymen.

Mervyn Allum, the victim, Gibbs, and several other boys were enjoying a week-end holiday at a beach-resort near Sydney. A party of the boys left in the morning on a motor-launch for a short trip and, in casting off, lost the anchor overboard. While they were away, Allum and the other boys, despite recent rumors of hungry sharks in the district, searched in the shallow water for the anchor.

The launch had returned and was within fifty yards of the wharf, when Gibbs, who was on board, heard young Allum scream with pain, saw him drawn under the water and saw the spot, where he had been, stained with blood. Stanley, who was a slender youth but a strong swimmer, dived into the water and swam to the rescue. He reached Mervyn and seized him by the hand. "Hold to my hand," he shouted, as he dragged the boy to the surface. Allum clung to his comrade, who attacked the shark with his free fist and his feet. So vigorously was the onset that the monster released his hold. But the boy, moaning in agony, was in a terrible condition. Gibbs kept talking to him. "Hold on," he urged. "You're all right now. I won't let it get you again."

But before they reached shore, the shark gathered courage, made another attack and seized the victim by his injured leg. It was then that Gibbs made his supreme effort. He managed to get astride the shark's back and, holding it by the dorsal fin, kicked it in the ribs. So fierce was his attack that the shark released the boy and fled. A boat came up and took the two boys from the water. But Gibbs' splendid fight was in vain, for Mervyn Allum died on the way to the hospital.

EXERCISE A.

In the story underline and number the words which tell that:

1. The Duke of York does not live in Australia.
2. A citizen of Canada might receive the Albert Medal.
3. It is not common for a boy to fight a shark.
4. Young Allum did not go on the motor-launch.
5. The water was quite deep fifty yards from the wharf.

EXERCISE B.

1. Does the story tell whether the anchor was found?	Yes. _____	No. _____
2. Does it tell that Mervyn and Stanley were great friends?	Yes. _____	No. _____
3. Are we told that the boys heard the rumor about sharks in the bay?	Yes. _____	No. _____
4. Does it say that others helped in the rescue?	Yes. _____	No. _____
5. Are we told on what day the accident occurred?	Yes. _____	No. _____

EXERCISE C.

Fill in the blanks with groups of words from the story meaning the same as the following expressions:

1. a brave deed in war	.....
2. drove away the shark	.....
3. although it had lately been said	.....
4. in untying the boat	.....
5. so fierce was his attack	.....
6. his effort did not save his friend's life	.....

EXERCISE D.

Underline the word or statement which best completes the sentence:

1. The Duke of York visited Australia (a) to present Stanley Gibbs with the Albert Medal, (b) to see the country, (c) to open the new capital at Canberra, (d) to present a Victoria Cross.
2. Young Gibbs has become a hero, because (a) he was given the Albert Medal, (b) he fought a shark to save a friend, (c) he kicked the shark in the ribs, (d) he was not killed by the shark.
3. The word best describing Stanley Gibbs' brave deed is (a) courageous, (b) daring, (c) well-known, (d) successful.
4. Searching for the anchor when there were rumors of sharks was (a) daring, (b) gallant, (c) unfortunate, (d) foolish.
5. In going to the rescue, Gibbs swam (a) a distance less than fifty yards, (b) more than fifty yards, (c) exactly fifty yards, (d) about fifty yards.
6. Gibbs told Allum that he was all right, because (a) he did not think that Allum was hurt, (b) he wanted to keep up his friend's courage, (c) he wanted Allum to swim ashore, (d) he was promising to protect him.

Number of answers 22. Number correct _____

READING EXERCISE No. 29.

Marine—belonging to the sea
Realize—understand
Bleach—whiten
Fibre—threads

Acid—a sour substance such as
vinegar
Solution—Salt or sugar in water
makes a solution.
Mature—grow bigger, develop

All the animals and birds we commonly see on land and in the air must search for their food, some of them travelling great distances to do so. Many marine animals, however, neither swim through the waters of the ocean nor crawl on its floor to find theirs. They remain, like the plants of our own world, fixed in one place. Some of them, indeed, resemble plants so much that it is hard to think of them as animals at all. There seems to be no well-marked boundary between the vegetable and the animal kingdoms.

One very common creature of the ocean floor is the sponge. When we use the sponge at home in the bath or on the family car, we seldom realize that we are calling to our assistance an animal which has been fished up from the rocks at the bottom of one of the earth's warmer seas. Years ago sponges were obtained almost entirely in the Mediterranean Sea, Greek divers going down from forty to sixty feet to cut them from rock or mud. At the present day sponges are also found in the warm, almost tideless seas off the coasts of Florida and the West Indies.

There is a thin skin over the sponge as it grows in the water, and in all the pores and canals is a sticky, slimy substance, the real life matter of the creature. Through these little pores water is drawn in and the food material contained in it is devoured by the living cells. The water then passes away through the large holes or canals. In these canals worms and tiny shell-fish make their homes.

What a disagreeable smell the sponges give off as they lie spread out on the deck of the schooner after the diver has sent up basketful after basketful! On reaching port the sponge-fishers place their catch in wooden enclosures built a few yards out from the shore so that the action of the water may make it easier for them to get rid of the skin and slime. This is done by squeezing and beating the sponges one by one, until all the living matter has disappeared.

Before it is ready for the market, the sponge must be bleached. The fine sheep's-wool variety is washed with strong soap and hung out, covered with soapsuds, so that sun, air and dew may give the clean appearance we like to see in the bath-sponge. Coarser kinds are bleached by means of a solution of lime, or by sea water and acid. This latter method is not the best, as the acid used may weaken the fibre of the sponge.

Sponge-beds were being fished out so rapidly that some governments have established a close season, usually from the first of May to the first of October to allow time for young sponges to mature. In future it is quite possible that the sponges will be cultivated in suitable waters, and some kinds may be reared from their eggs.

EXERCISE A.

Underline in the story a word or words indicating:

- (1) That sponges are still obtained from Mediterranean waters.

- (2) The kind of vessel used by sponge-fishers.
- (3) That the daily rise and fall of the seas where sponges are obtained is not very great.
- (4) How the sponge obtains its food.
- (5) How very fine sponges are bleached.

EXERCISE B.

Rearrange the words of Column I on the lines of Column III opposite their meanings in Column II:

I.	II.	III.
Marine	grow older and develop	.....
realize	understand	.....
entirely	kind, sort	.....
pores	belonging to the sea	.....
devoured	whitened	.....
enclosures	help	.....
bleached	altogether, absolutely	.....
variety	places fenced in	.....
mature	eaten	.....
assistance	small holes	.....

EXERCISE C.

Underline the best completion of each of the following:

- (1) The fabric of the sponge is sometimes injured in bleaching by means of (a) exposure to sun and air, (b) a solution of lime, (c) sea-water and acid, (d) beating and squeezing.
- (2) The sponge is obtained from (a) the depths of the open ocean, (b) warm waters of very great depth, (c) cold shallow seas, (d) warm, fairly shallow seas.
- (3) The boundary line between the animal and the vegetable kingdoms is (a) not hard to see, (b) not always very clear, (c) well marked, (d) easily recognized.
- (4) The skin and slime are removed (a) by bleaching the sponges, (b) before the sponges are raised to the surface, (c) by means of a solution of lime, (d) by beating and squeezing the sponges.
- (5) Worms and small shell-fish sometimes live (a) in the soft, sticky, living matter of the sponge, (b) in the pores of the sponge, (c) in the canals found in the sponge, (d) in the sea-water and acid used to bleach the sponge.
- (6) When first brought to the surface, sponges (a) have a pleasant perfume, (b) give off an unpleasant smell, (c) are quite white, (d) are very hard and must be softened before they can be used.

Number of answers 21. Number correct.....

READING EXERCISE No. 30.

Constantly—steadily	Experiences—adventures
Extraordinary—very unusual	Consumed—burned
League—three miles	Conflagration—a great fire
Thriving—prosperous	Activity—action
Disaster—misfortune	Particularly—especially
Retreat—place of shelter	Shelter—protection
Destitute—without means of support	Perished—died

III.

II.

I.

The early discoverers were astonished when they reached Canada and saw the great forests which covered the land. Such giant trees they had never beheld. Before long, huge pine trees were cut down and made into masts for the ships of the King's navy. This was one of the first industries of the new country, and ever since that time the forests of Canada have played a constantly increasing part in the fortunes of her people.

Forest fires have been common ever since the White Man came to Canada. In 1677, Father Leclercq, a Recollet missionary, lost his way while travelling in northern New Brunswick, and he has left us an account of his terrible experiences when he had to cross a region where a forest fire was raging. He says, "I will tell you that one day the heavens were all on fire, full of tempest and thunder, which rumbled and made itself heard in all parts: the thunderbolt fell in a time when the dryness was extraordinary and consumed more than two hundred and fifty leagues of country, in such a manner that we could see only trunks of trees very high and very black, which showed in their frightful bareness the marks of a conflagration widespread and altogether surprising."

One hundred and fifty years later, great changes had taken place in this land of which Father Leclercq had written. The forests had grown up again. The English had taken the place of the French in Canada and the banks of the rivers were dotted with thriving settlements and busy saw-mills. In northern New Brunswick the Miramichi River was the centre of activity and at times as many as one hundred and twenty full-rigged ships lay on its broad waters. Back from a narrow strip of cultivated land on each side of the river, an unbroken forest stretched in all directions. Here in October 1821 occurred the greatest disaster that has ever taken place in New Brunswick. It is known as the "Great Fire of Miramichi." The fall of that year had been particularly dry and hot. Forest fires had been common, but no one had been alarmed (as they had seemed to be a long distance away). Things became more serious in October when the whole of the country to the north appeared to be on fire. On Friday October the seventh, the wind suddenly changed and the flames swept towards the doomed settlements. The sun was darkened by the smoke and the flames filled the air with thunder. The people fled from their homes to escape the smoke and the heat. Some plunged into the river, others cast themselves adrift on logs or tried to escape in canoes, rafts, or boats. Many sought shelter in a near-by marsh. This proved to be the safest retreat, although the flames were advancing so rapidly that several people were overtaken and perished in their attempts to reach it.

It is said that almost two hundred lives were lost in the flames. Many who sought shelter in the river were drowned. More than two thousand people were left destitute and without shelter. The fire destroyed an area of eight thousand square miles, and had it not been for the generous relief sent in from abroad, nearly the entire population would have perished during the hard winter that followed.

EXERCISE A.

In the story underline and number:

(1) The words that tell the feelings of the discoverers when they first saw the big trees.

(2) The words that tell why the people were alarmed first.

(3) The words in the last paragraph that mean *everybody* in the country.

(4) The words that tell the best ending:

One of the first industries in Canada was (a) sawing trees, (b) seeing trees, (c) making matches, (d) making masts.

Since early days the importance of the lumber industry in Canada has (a) decreased, (b) increased, (c) remained the same, (d) disappeared.

5. Father Le Lederer was (a) a missionary, (b) a secret agent, (c) a shipper, (d) a writer.

6. The centre of activity means (a) the centre of the world, (b) the busiest place, (c) northern New Brunswick, (d) the place where many ships meet.

7. The settlements were on the banks of the rivers, because (a) the river made travelling easy, (b) the forests were there, (c) the land was easy to clear, (d) the forests at the back protected them.

8. The Great Fire may have been started by (a) a spark from a steamboat, (b) lightning, (c) a steamboat on the river, (d) an explosion of gas.

9. Many fires start in the fall, because (a) there are strong winds at that time, (b) the sun is very hot, (c) summer is over, (d) the woods are very dry.

10. The settlements were suddenly in danger, because (a) the wind changed, (b) the wind blew, (c) the smoke covered the horizon, (d) the people were afraid.

11. We know that the fire travelled very rapidly, because (a) the flames roared, (b) the people fled, (c) several were overtaken.

Number of answers **16**. Number correct **16**.

READING EXERCISE No. 31.

Article—story, written account
Avoid—keep clear of
Inserted—set or placed in
Record—account

Bronze—a compound containing
chiefly copper and tin
Origin—beginning, source
Process—way of doing, method
Type—kind, sort

The exercises which you are about to do in this work-book will no doubt be done in ink. Many of you will write with a steel pen-nib inserted in a pretty, coloured pen-holder. Some of you will write with a fine modern type of fountain-pen given to you as a Christmas or birthday gift. In this short article we are going to consider the history of pens.

Far back in the earliest ages of which we have any record, man learned to make markings, to draw pictures and to write on stones or on hard clay. In later times he learned to use a slab of wood over which a thin layer of wax was laid. For a pen he used a sharpened bone or piece of bronze. When the Egyptians learned to make a writing material from the papyrus plant, they used small reeds or rushes for pens. In some far eastern countries reed pens are still in use.

When paper came into common use, a pen of some softer material had to be used. Then it was that the quill pen, the sharpened quill or feather of a goose or swan, came into general use. The hard firm end of the feather was sharpened to a point and split so that it would hold ink. The other end of the feather, of course, served as the holder or handle. From this custom of using feathers the name pen itself is derived. "Penna" is the Latin word for a feather, so you can easily understand the origin of the word "pen."

The word "penknife" owes its origin to the same source. The points of the quill pens very soon wore off and became too blunt to write well. It became necessary to have a small knife with very small sharp blades, so that the quill points could be kept properly sharpened. These knives, thus used to sharpen quill pens, came in time to be called penknives.

For hundreds of years no other kind of pen was used in the schools of England and America except those made from quills or feathers of geese. It was not until the early part of the nineteenth century that the first separate steel pen-points were made, and these were so few in number and so difficult to make that a single pen-nib cost nearly three dollars. In time, however, with the introduction of better machinery, pens were turned out in large quantities and became very cheap. Only the very finest kind of steel is used for making pens and this steel is put through several processes before it is ready to be cut into pens.

Fountain pens have gold pen-points and holders of hard rubber. The point of the fountain pen would be too soft if made of pure gold, and would soon wear out. To avoid this wearing off at the point, the gold nibs of fountain pens have a small quantity of two very hard metals, iridium and osmium, melted into their tips.

EXERCISE A.

Underline and number the words telling:

- (1) The kind of writing done by earliest man.
- (2) The kind of pen first used by man.
- (3) What the Egyptians wrote upon.
- (4) What they used for pens.
- (5) Where such pens are still used.
- (6) What sort of pens were used when real paper came into use.
- (7) How these pens were made.
- (8) The origin of the word pen.
- (9) The origin of the word penknife.
- (10) What the first steel pens cost.
- (11) What made steel pens more plentiful and cheaper.
- (12) What sort of steel is used in the manufacture of steel pens.
- (13) Why a pen-point of pure gold would not be satisfactory.
- (14) What metals are used along with gold in making fountain pens.
- (15) What the barrels of fountain-pens are made of.

EXERCISE B.

Write down in proper time order the different types of pens used since man learned the art of writing:

- (1)
- (2)
- (3)
- (4)
- (5)

EXERCISE C.

Fill in the blanks:

- (1) Bronze is
- (2) Papyrus was
- (3) Quill pens were made from
- (4) Reed pens were
- (5) Iridium and osmium are

in order to

Number of answers 27. Number correct

READING EXERCISE No. 32.

Inhabitants—people who live in a place, dwellers	Tavern—inn
Lacking—being without	Pioneer—early settler
Modern—present-day	Freshet—sudden rise in a river
Transportation—the act of carrying from place to place	Destination—end of a journey
Inferior—lower in rank or station	Source—beginning
Civic—belonging to the city	Abounded—were found in great numbers
Locate—find	Matron—married woman, mother
Prosperous—successful	Hospitality—kindness to visitors
Utmost—very most	Commotion—excitement

Great Grandfather came to Canada from Scotland in the fall of 1827, when he was twenty-two years of age. He landed at St. John, then a young city of perhaps fifteen thousand inhabitants, and lacking many of the comforts and improvements now found in all Canadian towns. The streets were narrow, unpaved and dark, and in the evening the houses were but dimly lighted by means of oil lamps. There were no railways or street cars, the only means of transportation being small crude carts drawn by horses or oxen. Great Grandfather thought St. John very inferior to Glasgow and felt tempted to write to the newspaper pointing out what improvements should be made. Before long, however, he found work in a sawmill at ninety cents a day, and the long hours of hard labour left him little time for discontent or energy for civic reforms.

The following spring Great Grandfather secured a homestead from the government in a recently settled district some sixty miles from the city. Purchasing a few tools, an old muzzle-loading shot-gun and a month's provisions, he set out on foot, with an Indian guide, to locate his property. The road, which followed one of the smaller streams flowing into the St. John River, was in many places almost impassable owing to washouts during the spring freshets. But the Indian was active and skilful and they made good progress. About fifteen miles from his destination, Great Grandfather and his guide came upon a small pioneer village containing a sawmill, a general store, a post office and a tavern. For many years this village was to be Great Grandfather's nearest source of supplies. The tavern proved too great an attraction for the Indian, who refused to go further, so Great Grandfather rather impatiently paid him off and continued the journey alone. There was now but a narrow trail through a forest in which fierce wild animals abounded and settlers were few and widely scattered. About sunset the weary traveller came to a wide clearing and approached the large log house of a prosperous pioneer. As he came nearer he heard children's voices and saw two savage wolf-hounds tugging at their chains in wild commotion. Then the door was opened by the ruddy-faced settler to whom Great Grandfather introduced himself. The settler proved to be a United Empire Loyalist, who had left the American Colonies at the time of the Revolutionary War, later settling with his family on his present homestead. He and his family received their unexpected guest with the utmost hospitality. Great Grandfather thought the eldest daughter, then a young lady of seventeen very beautiful; but that is another story.

EXERCISE A.

Underline the word or words making the best ending:

- (1) Great Grandfather came from (a) St. John, (b) Canada, (c) Scotland, (d) the American Colonies.
- (2) In 1827 St. John had (a) many comforts and improvements, (b) all the comforts and improvements now found in all Canadian cities, (c) few comforts and improvements, (d) more improvements than Glasgow had.
- (3) Transportation was carried on by means of (a) street cars, (b) crude carts, (c) railways, (d) coaches.
- (4) Great Grandfather thought that St. John was (a) a fine city, (b) not so modern as Glasgow, (c) more modern than Glasgow, (d) a very desirable place in which to live.
- (5) The chief industry around St. John at that time was (a) building roads, (b) manufacturing, (c) farming, (d) lumbering.
- (6) In those days labourers were required to work (a) long hours, (b) short hours, (c) seven days a week, (d) all winter.
- (7) After Great Grandfather got a job in the sawmill he was more (a) unhappy, (b) dissatisfied, (c) contented, (d) anxious to write to the newspapers.
- (8) Great Grandfather secured a homestead, because (a) he did not like work, (b) living in the city was too expensive, (c) he was ambitious to have a home of his own, (d) he liked hunting and fishing.
- (9) He travelled on foot, because (a) the road was bad, (b) he had no money, (c) he liked walking, (d) he wanted to shoot game.
- (10) The Indian was employed as a guide, because (a) he was a good walker, (b) he knew the country, (c) he was sober and reliable, (d) he worked for low wages.

EXERCISE B.

Underline and number the word or words in the story telling:

- (1) When Great Grandfather came to Canada.
- (2) The population of St. John at that time.
- (3) What the people used for lighting their houses.
- (4) What the people used for transportation.
- (5) The wages Great Grandfather received in the sawmill.
- (6) How far Great Grandfather had to travel for his mail.
- (7) That wild animals were plentiful in the woods of New Brunswick.
- (8) Where the settler had come from.
- (9) Why he had come to Canada.
- (10) How the settler received Great Grandfather.

Number of answers 20. Number correct.....

READING EXERCISE No. 33.

EXERCISE A

Perish—die

Orb—sphere or globe

Temple—a place of worship

Awe—a feeling of reverence mingled with fear

Invaded—forced their way into

Axis—the line around which the earth turns once in twenty-four hours

Invention—the planning and making of something for the first time

Revolves—turns around

Rotates—turns on an axis, just as a wheel turns on its axle

The Earth depends for its beauty and its very life upon the Sun. If the Sun ceased to shed its heat and light for a single hour we should all perish. Is it a wonder, then, that the ancients regarded and worshipped as a god the great orb of day? Among people who worshipped the Sun were the natives of Peru, and their temples to the sun-god were ablaze with gold and precious jewels. Images of the Sun with discs of hammered gold and rays of flashing gems excited evil passions rather than religious awe in the breasts of the Spaniards who invaded and conquered that country.

Until the invention of the telescope men had very little real knowledge of the Sun or of the other heavenly bodies, and there is still much to learn concerning these wonderful orbs. We do know that the Sun is a million times larger than the Earth; that it is a great ball of fire and the main source of our light and heat; that the Earth and all the other planets revolve around the Sun; and that an airplane, travelling one hundred miles an hour would take over a hundred years to fly from the Earth to the Sun.

We do not need a very powerful telescope to observe the spots which often appear on the surface of the Sun. Watching the course taken by these spots has shown us that the sun rotates on its axis once in twenty-five days, just as the Earth rotates on its axis once in twenty-four hours. The sun-spots have dark centres and look like mighty whirlpools in the ocean of flaming gases that surrounds the great orb. Some of these fiery funnels are so large that they could swallow our earth just as you swallow a pill.

EXERCISE A.

Underline in the story the words which tell that:

1. The ancients looked on the Sun as a god.
2. The Sun was regarded as a god in parts of South America.
3. The earth is smaller than the sun.
4. Sun-spots appear to move.
5. The gases near the surface of the Sun are burning.

EXERCISE B.

From Column II. choose the right meaning for each word in Column I. and write it in the blank after the word:

I.	II.
ceased	looked at
shed	place of beginning
ancients	orbs of heaven
regarded	stopped
ablaze	vapours
precious	large eddies
whirlpools	people of long ago
gases	shining
funnel	valuable
source	throw off or send forth
planets	a cone-shaped vessel

EXERCISE C.

Underline the sentences that make true statements:

1. The Moon is more useful to us than the Sun.
2. The people of Peru were sun-worshippers.
3. We know all that there is to know about the Sun.
4. The Sun revolves around the Earth.
5. Sun-spots have dark rings around them.
6. We should look at the Sun through smoked or coloured glass.
7. If a young boy flew to the Sun he would be an old man before he got there.
8. The Earth and not the Sun turns on its axis.
9. Some sun-spots are larger than the Earth.
10. Only the Earth revolves around the Sun.

EXERCISE D.

In the following underline the word or words making the best ending:

1. The telescope is (a) an airplane, (b) a camera for taking pictures, (c) an instrument that makes distant objects appear near, (d) a kind of satchel.
2. Images are (a) sun-spots, (b) whirl-pools, (c) heavenly bodies, (d) idols.
3. Ancient people worshipped the Sun, because (a) they had no other gods to worship, (b) they were ignorant people, (c) the Sun gave them many good things, (d) they had no telescopes.
4. The Earth and the other planets revolve around the Sun, because (a) the Sun is much larger than they are, (b) they have nowhere else to go, (c) they like to keep warm, (d) they have no light of their own.

Number of answers 25. Number correct.....

READING EXERCISE No. 34.

Navigable—affording passage to boats	Detaining—keeping Assured—told with certainty
Fashioned—made	Instruments—tools for measuring, such as compasses
Courtesy—kindness to others	
Convey—take along	

Through rain-storms and the summer's heat, through muddy swamps and over mountain trails, Mackenzie led his weary men onward in search of the Western Sea. As the old Indian had promised, they reached a river, now called the Bella Coola, flowing west. In this district they found many Indians who shared with them their supply of salmon, caught from the river.

Where the river became navigable, they found Indians who from cedar logs fashioned canoes, which they handled with great skill. They received the explorers very kindly. A young chieftain presented the leader with a splendid robe of sea-otter skins and received a blanket in return. The old chieftain invited them to a salmon feast which lasted for three hours, and Mackenzie, not to be outdone in courtesy, presented him with a pair of scissors for trimming his beard.

These friendly Indians promised to convey the party down the river in canoes, but when they were ready to embark, some new excuse was always offered for detaining such unusual visitors. Finally, Mackenzie thought of a way to hasten his departure. He set up his instruments as though to take an observation. Believing that these possessed magic and fearing that they would kill the salmon, on which they depended for a living, the Indians were at last anxious to speed the explorers on their way.

As Mackenzie was embarking in the cedar canoe, he noticed that his axe was missing. He then led his small band of men ashore and demanded that the chief produce the axe. He felt that if the Indians were allowed to steal without question, they would prove to be a dangerous enemy when he passed through their land on the return voyage. The chief assured Mackenzie that he had never seen his axe and that he was certain it had not been stolen by any member of his tribe. But when a gun was pointed at his head, the chief strode to his tent and shortly returned with the axe. He explained that someone, wishing to do him an injury, had placed the axe in his lodge. After a second solemn farewell, the band of explorers took their place in the canoe and soon reached the shores of the Pacific.

EXERCISE A.

In the story underline and number the words which tell that:

1. The explorers expected to find a river flowing west.
2. The voyage was tiresome.
3. The canoes were not made of birch-bark.
4. The Indians wanted the visitors to remain.
5. The Indians did not often see White Men.
6. Mackenzie expected to return by way of the Bella Coola.
7. The chief knew where the axe was.

EXERCISE B.

The correct meaning of each word in Column I. is to be found in Column II. After each word write its meaning:

I.	II.
Trails	go aboard a boat or ship
District	take along
Courtesy	asked for
Embark	paths
Convey	leave
Demanded	sad
Injury	part of the country
Departure	sight
Observation	kindness to others
Solemn	harm

EXERCISE C.

Underline the word or words that will best complete each sentence:

1. Mackenzie and his men were travelling (a) east, (b) west, (c) south, (d) north.
2. Many Indians lived beside the Bella Coola River, because (a) it gave them drinking-water, (b) it contained many salmon, (c) good crops could be grown in the valley, (d) they liked to swim in the river.
3. The river became navigable (a) in summer, (b) when the Indians had canoes, (c) as it neared the ocean, (d) after a rainfall.
4. The Indians were (a) anxious to fight strangers, (b) kind to all visitors, (c) afraid of the explorers when they first came, (d) kind to the explorers.
5. The old chief liked best (a) the pair of scissors, (b) the axe, (c) the instruments for taking observations, (d) blankets.
6. The Indians wished to detain the visitors, because (a) they knew that the explorers were weary, (b) they did not wish them to reach the Pacific, (c) they expected them to live with the tribe, (d) they were greatly interested in them.
7. The Indians at last wished the explorers to depart, because (a) the salmon might all be eaten, (b) the magic instruments might kill the salmon, (c) the canoes were ready, (d) they were tired of the visitors.
8. Mackenzie was determined to have the axe restored, because (a) the chief had stolen it, (b) it was very valuable to the explorers, (c) the Indians would be dangerous with an axe, (d) the Indians would not respect him if he allowed them to steal from him without question.

EXERCISE D.

Arrange the following in the proper order of their occurrence:

Mackenzie set up his instruments. The axe was stolen. He was presented with a robe. The Indians wanted him to leave.

(1) (3)
(2) (4)

Number of answers 29. Number correct

READING EXERCISE No. 35.

Herald—*messenger*

Embarked—*went aboard*

Victim—*sufferer*

Yonder—*over there, not near*

Tribute—*payment*

Forego—*give up.*

Maze—*confused paths and passages, hard to find one's way through*

Soon after Theseus had reached his father's city of Athens, there came a herald from Minos, the king of the island of Crete, bearing a terrible message. Every year Athens was forced to send to King Minos seven youths and seven maidens to be devoured by the dread Minotaur, a fearsome monster who dwelt in a bewildering maze from which no man had ever escaped. The herald was come to demand this tribute.

When Theseus learned what was to be the fate of these unfortunate youths and maidens, he made up his mind to accompany them and to slay the monster. The king, his father, begged him not to undertake such a terrible task, but the youth could not be persuaded to forego the attempt.

He embarked with the young victims in the black-sailed vessel which was to take them on their last journey. "Have no fear, Father," said he, as he stepped aboard the ship, "I will return and bring with me these youths and maidens who so sadly leave their native shores. Keep watch from the top of yonder cliff and you shall see us return in safety. Look not for the black sail of death, but for a joyous white sail which shall announce from afar the death of the hateful monster."

On reaching Crete, the young Athenians were brought before King Minos and Theseus begged to be the first to be thrown to the monster. "For this I came of my own free will," said he. His wish was granted, although even the cruel King Minos wished to spare the brave young prince. He was to be cast next day into the maze.

That night Ariadne, the youthful daughter of King Minos, came secretly to the prison where Theseus lay, bringing with her a magic sword and a great ball of thread. These the young Athenian hid in his clothes and carried with him when the guards came to lead him to the maze. At the entrance to this gloomy place he fastened one end of the thread to a large rock and, unwinding it as he went, plunged boldly forward. Through dark caves and deep gorges, past jagged rocks and jutting cliffs he went, until at last he saw the monster with the body of a man, the horned head of a bull, and the terrible teeth of a lion. But the magic sword did not fail him, and after a fierce fight he followed his clue of thread back to the light and air of the outer world, leaving the monster dead behind him.

Back to Athens sailed Theseus, bearing with him Ariadne and the rescued youths and maidens. But, alas! in their joy they forgot to hoist the white sail which was to announce his victory over the monster. Theseus' father, watching from the high cliff, cast himself into the sea when he saw the black sail. The young hero's joyful journey ended in a sad home-coming.

EXERCISE A.

In the story underline

- (1) A group of words indicating that Theseus had a strong will.
- (2) Three separate words indicating that the Minotaur was a frightful creature.
- (3) A word indicating that King Minos did not send Ariadne to the prison where Theseus lay.

EXERCISE B.

From the story take **one** word to fill each blank:

- (1) The detective found a which led him to solve the mystery.
- (2) No light entered the place. (Use a word of six letters.)
- (3) The fireman the child from the burning house.
- (4) Canada is the country of Canadian children.
- (5) Jack was so as to be injured in an automobile accident.

EXERCISE C.

Underline the best completion of each of the following:

- (1) Theseus followed the thread (a) so that he might find the monster, (b) to reach the centre of the maze, (c) on his way out of the maze, (d) through the dark caves and deep gorges only.
- (2) Theseus did not go to Crete to slay the monster the year before, because (a) his father begged him not to do so, (b) no young men and maidens were sent that year, (c) Ariadne had not promised to help him, (d) he was not in Athens at the time.
- (3) The King of Athens threw himself into the sea, (a) when he saw the white-sailed ship approaching, (b) because he thought Theseus had been killed, (c) because his favourite, the Minotaur, had been slain, (d) because Theseus had been wounded.

EXERCISE D.

In the brackets in front of the following sentences place the numbers 1 — 8 to show the order in which the events occurred:

- () Theseus arrived in Crete.
- () Theseus slew the monster.
- () Theseus followed the clue of thread.
- () The herald arrived from King Minos.
- () Ariadne accompanied Theseus on his vessel.
- () Theseus told his father to watch for his return.
- () Ariadne gave Theseus the sword and thread.
- () Theseus unwound the thread.

Number of answers 19. Number correct.....

READING EXERCISE No. 36.

Employ—use

Curious—odd

Plea—request

Every boy likes to whittle. Nothing pleases him more than to be presented with a new jack-knife. Sometimes he whittles things he should not and then there is trouble. Of course, that is only when the knife is new and he wants to see how it works. Later on he learns how to employ it properly and finds how useful it is for making all kinds of things.

This is the story of a boy who became famous because he loved to whittle. His name was Antonio Stradivarius. He lived more than two hundred years ago in Cremona, a town in Italy. The people of this city were very fond of music and nearly everyone could sing or play an instrument. But Antonio could neither sing nor play and so, because he loved music, he was often lonesome. When his friends gathered on the street corners to sing, people stopped to listen to their clear young voices. Antonio could not even join in the choruses as his voice was high and squeaky; he could only stand aside and whittle with the knife that was never out of his hand. Strange and curious things he carved from wood, and everything he made was beautiful.

One day Antonio heard of Amati, a rich man who made violins; violins with such a tone that every artist wished to own one. Antonio thought to himself, "If I can carve pieces of wood which my friends think beautiful, perhaps I can learn to make violins; if I cannot make music myself, perhaps I can make instruments so well that their sweet tones will express the song in my heart."

Very early next morning he crept away from the poor quarters where he lived and went in search of Amati. He found the great man's house at last, but it was still so early that the servant drove him away. Antonio's second attempt was more successful, as Amati heard his plea when the servant refused to give him admittance. The old man received the boy kindly, looked at the samples of work he had brought with him, and then asked, "And what makes you think you can make violins?" Antonio's reply was so earnest and seemed so sincere that Amati agreed to take him into his home and teach him to make violins.

For years Antonio worked with his master. He learned to carve and fit pieces together. He learned that the great thing was to do his work well. He felt rewarded for his care and patience when his teacher praised his efforts, and when he heard the music from one of his instruments, he felt as though it were he himself who made the lovely harmonies.

So well did Antonio learn, that when Amati died, the pupil took his place as the master violin-maker of Italy. Although Stradivarius lived more than two hundred years ago, the possessor of a "Strad" has to-day a fortune in his hands, and violinists prize above all others a violin made by the whittler of Cremona.

EXERCISE A.

1. Draw a line under the words that tell that the people liked music.
2. Draw a circle around the words that tell that Stradivarius lived more than two centuries ago.
3. Place brackets () around the words that mean the same as "a part of the city."
4. Draw two lines under the word that shows that Antonio tried more than once to see Amati.
5. Draw two lines above the words that show that Antonio became as famous as Amati had been.

EXERCISE B.

In each of the blanks write **one** word from the story:

1. An orchestra is made up of many musical.....
2. you will not gain.....if you come without a ticket.
3. If you wish me to buy the suit, you must first show me a.....of cloth.
4. To do this work we must.....many men.
5. This word does not.....my meaning.
6. I shall sing the songs and you may join in the.....

EXERCISE C.

In each sentence underline the word or words making the best ending:

1. When a boy has a new knife, he likes to (a) keep it in his pocket, (b) use it, (c) lend it to his friends, (d) blunt its sharp edge.
2. Antonio was often lonesome, because (a) he had no friends, (b) he had few friends, (c) he was poor, (d) he could not join his friends when they made music.
3. Antonio passed a great deal of his time (a) whittling, (b) whistling, (c) whispering, (d) weeping.
4. Antonio wanted Amati to teach him to make violins, because (a) Amati was rich, (b) Amati could make the best violins, (c) Amati was famous, (d) Amati was old.
5. Antonio could learn to make violins, because (a) he could play one, (b) he liked the music of the violin, (c) he could carve wood, (d) he had a sharp knife.
6. When we say that a person has a Stradivarius, we mean (a) that he has a good voice, (b) that he has a good vice, (c) that he has a famous violin, (d) that he has a fine violet.
7. When Antonio worked for Amati, his greatest reward was (a) the money he earned, (b) the praise of his friends, (c) the fine violins he made, (d) the praise of his master.
8. To-day, violins made by Antonio are (a) very valuable, (b) common, (c) too old to be of any use, (d) cheap.

Number of answers 19. Number correct

READING EXERCISE No. 37.

Reflect—bend back

Carat—a weight of about $3\frac{1}{2}$ grains, used in weighing precious stones.

Sceptre—a staff borne by a king

as a symbol of authority.

Century—one hundred years

Boer—a farmer of Dutch descent in South Africa

While stopping at the farm house of a Boer family, a traveller observed the children playing with a peculiar-looking stone which aroused his curiosity. The traveller offered to buy the stone, but the children thought it was a good joke to be offered money for a little pebble. They gladly gave the stone to the visitor. The little pebble proved to be a diamond and was sold in London for a sum equal to \$2,500 of our money.

The same traveller heard about a native witch-doctor who possessed a stone that was supposed to have the power of driving away witches. He soon persuaded the witch-doctor to trade the stone for a number of sheep and horses. This stone proved to be a large diamond and was sold for \$56,000. The news spread rapidly and it was not long until hundreds of diamond mines were opened up in South Africa.

The African diamonds are found in a hard blue clay, deep in the earth. The hard clay in which the diamonds are embedded is blasted, and then spread out to lie in the open for at least six months and often for a whole year, so that it may be broken up by the action of the weather. At the end of this period the clay is washed off by machinery, the diamonds separated and then sorted into different sizes and grades.

The work of cutting and polishing diamonds is one requiring great care and skill. As the diamond itself is the hardest of all substances, the cutting and polishing is done by rubbing one diamond surface against another. The diamond dust which falls from the stones during the grinding process is saved and, when mixed with olive oil, is used in polishing the gems. The stones are usually cut so that they reflect light in as many ways as possible. This method of cutting increases the brilliancy of the jewels. The polished sides or facets of the diamond not only reflect light but they also break up part of the light into the most glorious gleams of the rainbow. In the average ring a stone will weigh from one half to one carat.

You have heard, no doubt, of the famous Cullinan diamond, the largest ever found. This diamond was cut into nine large stones and several small ones. The largest stone cut from the Cullinan, called the Star of Africa, is still larger than any other known diamond, and weighs over 530 carats. All the stones cut from the Cullinan are now part of the British Crown Jewels. The Star of Africa rests in the sceptre of King George, while the second largest stone has been placed in his crown.

The famous Kohinoor, the most celebrated gem in history, is also among the Crown Jewels of the sovereign of Great Britain. The Kohinoor has a very long history, no one knows how long—probably at least five thousand years. It once belonged to a mighty prince of India, but its ownership was changed many times. If it could speak, many a weird tale could the old Kohinoor tell of long-forgotten wars and mysteries of by-gone centuries in India and Persia. Finally this priceless diamond was presented to Queen Victoria and it still remains one of the most highly treasured of the British Crown Jewels.

EXERCISE A.

From the selection read, choose the proper word or words to fill in the blanks in the following:

1. The stone with which the children were playing was sold for.....
2. The witch doctor traded his stone for.....
3. This stone was sold for.....
4. African diamonds are found in.....
5. Diamonds are cut by.....
6. They are polished with.....
7. They are cut so that they.....
8. This adds to their.....
9. The facets of the diamond are the.....
10. The stone in the average ring weighs.....
11. The most celebrated diamond in the history of the world is the.....
12. This gem came from.....
13. It was given as a present to.....
and is now among the.....

EXERCISE B.

In the selection draw a heavy line under the word or words telling:

1. How many diamond mines have been opened up in South Africa.
2. What diamond dust is used for.
3. Who once owned the Kohinoor.
4. Where the Kohinoor is at the present time.
5. What the largest diamond ever found was called.

Number of answers 19. Number correct.....

READING EXERCISE No. 38.

Domesticated—tamed, belonging to the home	Husky—cross-bred Eskimo dog
Transportation—act of carrying	Barges—heavy flat-bottomed boats
Originally—in the beginning	Exploration—search
Ancestor—a forefather	Torment—tease, torture
Muzzle—mouth and nose of an animal	Magnificent—grand

In the ice-bound regions of North America dogs play a very important part in the lives of men. Dogs and reindeer are the only domesticated animals of the Eskimo and provide his chief means of transportation. Like their masters the dogs are supposed to have come originally to North America from Asia.

The pure-blooded Eskimo dog is a fairly large animal and resembles his ancestor, the wolf. When full-grown he stands over two feet in height and weighs between sixty and one hundred pounds. His neck and shoulders are unusually thick and powerful; his muzzle is short and broad, and his ears are sharply pointed. His legs are short and strong, and his feet small but firmly built. His body is covered with a short but remarkably thick coat of fur and during the winter he wears an overcoat of long hair on his back, neck and shoulders. His magnificent, bushy tail curls proudly over one hip. The Husky, the cross-bred brother of the Eskimo dog, is also so well prepared for cold weather that he can sleep comfortably in a raging blizzard with the thermometer registering sixty or seventy degrees below zero. He requires no shelter and but little food. Even when working hard he lives on one frozen fish a day and when necessary can exist for days, sometimes weeks, without eating at all. His most trying time is during the summer months when the hot weather and the mosquitoes make his life a misery.

Hitched to a sled, the husky team is required to haul loads of from one hundred to one hundred and fifty pounds per animal. When the trail is in good condition the team trots along at a rapid rate and covers many miles in a day. The largest teams are used in Alaska and Greenland, where twelve or more dogs are harnessed to one sled. The Eskimos of Central Canada use smaller five-dog or six-dog teams. In summer these teams are used for towing barges or heavily loaded boats. They are also used for packing. A strong dog will carry a load of fifty or sixty pounds in a sealskin pack-saddle strapped to his back.

The Eskimo dog and the Husky have been important factors in the exploration of these northern regions, and in spite of the recent advances of the aeroplane, will probably remain so for many years to come.

EXERCISE A.

Underline the word or words making the best ending:

- (1) The only domesticated animals of the Eskimo are (a) dogs, (b) pure-bred Eskimo dogs, (c) dogs and reindeer, (d) huskies.

(2) Reindeer are used chiefly for (a) transportation, (b) their meat, (c) their milk, (d) their hides.

(3) The Eskimo dogs are supposed to have come originally from (a) North America, (b) Greenland, (c) Alaska, (d) Asia.

(4) The pure-bred Eskimo dog resembles (a) the husky, (b) the wolf, (c) the fox, (d) the reindeer.

(5) The Eskimo dog's half-bred brother is (a) the husky, (b) the wolf, (c) the fox, (d) the mosquito.

(6) The husky lives on (a) meat, (b) milk, (c) game, (d) frozen fish.

(7) The husky is most unhappy in (a) spring, (b) summer, (c) autumn, (d) winter.

(8) Each husky dog can haul loads of (a) fifty pounds, (b) one thousand pounds, (c) one hundred to one hundred and fifty pounds, (d) one hundred and fifty pounds.

(9) The largest teams are (a) twelve-dog teams, (b) teams of more than twelve dogs, (c) six-dog teams, (d) sixteen-dog teams.

(10) In summer dog teams are used for (a) packing, (b) hauling sleds, (c) towing, (d) fighting mosquitoes.

(11) A strong husky dog will carry on his back a load of (a) one hundred pounds, (b) one hundred and fifty pounds, (c) fifty pounds, (d) fifty or sixty pounds.

(12) In northern regions dogs have been an important factor in (a) packing, (b) explorations, (c) towing, (d) wearing an overcoat during the winter.

EXERCISE B.

Underline and number the word or words telling:

(1) What other domestic animal, besides the dog, lives in northern regions.

(2) The chief use of dogs in the North.

(3) Where the Eskimo dogs originated.

(4) From what animals these dogs are descended.

(5) How much a full-grown Eskimo dog weighs.

(6) Two words which describe the Eskimo dog's tail.

(7) What the husky eats.

(8) What troubles these dogs in warm weather.

(9) Where the largest dog-teams are used.

(10) What may some day replace the dog as a means of transportation.

EXERCISE C.

Fill in the blanks with the correct word chosen from the story:

(1) Dogs and reindeer are the only
..... animals of the and provide
..... the chief means of

(2) The pure-blooded dog is a fairly
..... animal.

Number of answers 27. Number correct

READING EXERCISE No. 39.

Spawn—to lay eggs; said of fish

Challenge—a summons to engage in a contest

Vanished—disappeared

Before the salmon came up the Fraser River to spawn, four brothers, named the Atsmel, came up that stream, accompanied by their sister. All of them had mighty powers of magic. Along with them was another Transformer, making six in all. They journeyed for the purpose of doing good, righting wrongs and destroying all evil things.

When these Transformers, as they are called, reached the Harrison River, they left the Fraser and proceeded up this tributary stream. When they arrived about half way up Harrison Lake the Transformers saw a house in which lived an old man, a magician. On entering his house they offended him greatly by treating him as a simple old body or a mere child.

"Why do you speak to me like that?" he asked. "Don't you know that I am older than you and more experienced?"

The Transformers took this as a challenge, and they proposed to the old man that they should put his powers to the test by climbing the neighbouring mountain. To this their host readily agreed. The sister was left in the house and the men started off up the mountain. When part way up, to hinder their progress the old man by his magic caused a heavy fall of snow. Then he put on a pair of snow-shoes, which he had hidden under his clothing, and quickly walked home, leaving the brothers to flounder in the snow.

It took the others three days to wade through the deep snow. Just as they reached the house, tired out, the snow vanished.

The Transformers then asked the old man to take them up the lake in his canoe. On the way they tried to frighten him by all manner of tricks, but he saw through them all and the Transformers got no satisfaction.

Having reached a place called Sata, where there was a long sandy beach, they proposed that all get out of the canoe and run a race on the sand. The course was to be up the beach and back again to the canoe, in which the sister was left, as she took no part in these trials. The old man beat the Transformers badly and he caused a great heat to come, which took all the strength from his opponents.

There is no doubt that the old man would have succeeded in beating the Transformers at any trial they might have suggested. But the sister took an unfair advantage of him. While his back was turned she threw over him some magic paint and he was immediately turned into stone. The stone image of the old magician stands there to this day and is known as the Doctor.

Ever since, the old man, although turned to stone, tries to get revenge on the Transformers by raising a high wind whenever one of their descendants is on Harrison Lake.

EXERCISE A.

Fill in the blanks with suitable words taken from the story:

1. The Transformers were in number.
2. They went up the River.
3. They left the River when they came to the River.
4. The old house was half-way up Lake.
5. The Transformers first challenged the old to a
6. He beat the Transformers by causing to fall and by putting on
7. Afterwards they challenged the old man to a race on the at
8. After winning the race the old man was turned into by the of the brothers.
9. She turned him into by throwing over his head.
10. He is still to be seen on lake and is known as the

EXERCISE B.

Underline the word or words making the best ending:

1. The Transformers set out to (a) do harm, (b) catch salmon, (c) do good, (d) show their magic powers.
2. These Transformers made their journey (a) by train, (b) by steamboat, (c) on foot, (d) by canoe.
3. The Transformers (a) are still living, (b) lived a short time ago, (c) lived a long time ago, (d) never lived at all.
4. The old magician was (a) an ignorant old man, (b) a wise man, (c) a Doctor, (d) a Transformer.
5. He was conquered at last, because (a) the Transformers were stronger than he, (b) his magic was weak, (c) he paid no attention to the sister, (d) he was very old.

Number of answers 25. Number correct

READING EXERCISE No. 40.

Applied to—used for	Defiance—challenge
Reservations—homes for Indians	Ravines—hollows
Assail—attack	Token—remembrance
Gesture—a movement of the hands or shoulders made while talking.	
Treaty-money—Each member of an Indian family was given five dollars treaty-money.	
Muzzle—the end of a rifle -barrel	

The Bison, which roamed over the Western plains of America until a few years ago, were usually known as buffaloes, a name also applied to the hump-backed cattle of Asia. They were the sole means of support for the Indians of the Prairie, who wore buffalo-robés, lived in buffalo-skin tents, cooked over a fire of buffalo-fat, slept under buffalo-hides and depended for food on buffalo-meat. With the coming of railways, prairie-fires, settlers and guns, the great buffalo herds were divided and destroyed, and the Indians were given treaty-money and had to be cared for by the Government on reservations.

The Buffalo always lived in herds, so that they could protect themselves from bears and wolves. When attacked by the latter, the old bulls, each weighing nearly a ton, would place the cows and calves in the centre and, with hoof and horn, assail the enemy. Terrific fights took place among the bulls for command of the herd. Their red eyes gleamed hatred as they pawed the ground and bellowed defiance before locking horns. The herds were so vast that a traveller down the Saskatchewan River was once forced to wait two days for the buffalo to cross the river in single file. In this way they roamed from Texas to Athabasca Lake in search of grass, wintering in the forest ravines of the Foothills and the warmer lands of the South. They swam the rivers with ease and loved to wallow in the mud, which, when caked on their sides, saved them from the torment of flies and mosquitoes.

Before they had guns, the Indians hunted the Buffalo on foot, creeping within bowshot, disguised in the hide of a calf or an antelope. They would also rush them on horseback, driving them over a cliff or heading them into a ravine. The Indians dried great quantities of meat and also sealed in hides the minced meat mixed with berries and fat, which they called pemmican.

In the early days in Manitoba, the Red River settlers joined each autumn with the half-breeds in the buffalo-hunt. What excitement there was when every man, woman and child took the trail that led to the feeding-ground of the Buffalo! While the women and children looked after the camp and dressed the meat, the men mounted the hunting-ponies and bore down on the great herd of buffaloes. Never will such a sight be seen in the days to come. The hunter loaded his rifle at the muzzle with a handful of powder and a bullet dropped from his mouth, and shot without taking aim from the shoulder. As the buffalo fell dead, the hunter dropped his cap or some other token to claim the animal, and dashed away in pursuit of another. Around a glowing fire at night, while the wagons were bringing in the hides and meat, the hunters, with word and gesture, re-lived the exciting day.

EXERCISE A.

In the story underline and number the words telling that:

1. Buffaloes are no longer found at large on the Prairie.
2. The Buffalo supplied the Indian with all his needs.
3. The buffalo herds were not wholly destroyed by the Indians.

EXERCISE B.

Write the group of words, found in the story, which mean:

1. their whole living.....
2. separated and killed off.....
3. attack their pursuers.....
4. leadership of the others.....
5. one behind the other.....
6. galloped toward.....
7. rushed to attack.....

EXERCISE C.

Number the following six statements in the order in which the events happened:

- The women and children dressed the meat.
- Buffaloes were feeding on the plains.
- The men mounted their hunting-ponies.
- The hunter dropped his cap.
- Wagons were bringing in the meat.
- The hunter dropped a bullet from his mouth.

EXERCISE D.

Underline the word or expression which best completes the sentence:

1. Bison is the correct name for (a) buffalo, (b) hump-backed cattle of Asia, (c) Indian cattle, (d) bronchos.
2. Male buffaloes are called (a) bulls, (b) Bison, (c) cows, (d) calves.
3. The Indians were given treaty-money, because (a) they had to buy guns, (b) the buffalo herds had been destroyed, (c) they could not buy at stores, (d) prairie-fires had destroyed their goods.
4. The cows and calves were placed in the centre, when the herd was attacked by (a) bears, (b) wolves, (c) Indians, (d) White Men.
5. The buffalo herd roamed as far north as (a) Texas, (b) Athabasca Lake, (c) the Foothills, (d) the Red River.
6. The buffalo herd roamed over a large area of country (a) in search of water, (b) in search of grass, (c) because they liked to travel, (d) to keep away from wolves.
7. In winter the buffaloes (a) ate leaves from trees, (b) lived on their fat, (c) pawed away the snow and ate the grass beneath, (d) slept all the time.

Number of answers 23. Number correct.....

READING EXERCISE No. 41.

Intense—very strong
Converted—changed
Molten—melted

Eruption — throwing out of
materials from volcano
Pressure—force

Deep, deep down within the earth there is a heat so intense that nothing can remain unmelted. What on the surface of the earth would be solid rock is there a liquid or fluid which would pour and flow like oil or water. This extremely hot material, hotter even than the melted iron of the blast-furnace, is held locked in by the thick, solid, outer crust of the earth.

But what happens where there are weak places anywhere in this solid earth? There, especially if water finds its way down and is converted into steam, the great pressure from within may cause some of the molten rock to force its way to the surface. There we find volcanoes, those shapely but often terrible mountains which have been the wonder of men since the earliest times. An old Roman legend says that Vulcan, the god of fire, forged Jove's thunderbolts within Mount Etna, that great volcanic peak which towers more than ten thousand feet above the Straits of Messina. It is from the name Vulcan that the word volcano is made.

Out of the cinders, ashes, and melted stone thrown out from the very depths of the earth, a volcano builds up its peak in the shape of a cone. Cast up into the air by the tremendous force of the underground steam, these materials fall down again, so building up, day after day, sometimes even year after year, the most shapely of mountains.

Let us go near to a volcano in eruption—but not too near! What is that sound like the firing of hundreds and thousands of cannon under the earth? It must surely have something to do with the earthquakes we have just felt. And look at that great black cloud rising from the hollow in the top of the cone. It rises hundreds, perhaps thousands, of feet high and spreads out like a giant umbrella. The under side of this great cloud glows bright with the reflection of the fires within the crater or cup. Ashes and cinders are falling about us. In fact, ashes are sometimes spread for thousands of miles from the volcano itself. Great clouds of steam, and sometimes even flames, rise from the throat of the mountain. Rivers of mud are coursing down the steep sides. Another kind of stream is flowing now, a stream of melted rock or lava, which will soon become solid again to form a new addition to the mountain itself, but which at present destroys everything in its path. Even the waters of the near-by ocean are affected and great waves sweep upon the land, adding to the destruction caused by the eruption.

EXERCISE A.

- (1) Underline three separate words used to mean the same as crater.
- (2) Draw two lines under a word meaning running or flowing.
- (3) Put brackets around each of two words which may be considered as the opposite of solid.
- (4) Underline the sentence telling how the name **volcano** was obtained.

(5) Draw a line through the word meaning **below the surface of the earth**.

(6) Draw a ring around each of the two words indicating the kinds of stream flowing down the side of a volcano during eruption.

EXERCISE B.

(1) Name five substances thrown out from the crater of a volcano during an eruption:

(a) (b) (c)
(d) (e)

(2) Explain, by copying a few words from the story, what is meant by the word **there** in the second sentence of the first paragraph.

(3) In the same way explain what is meant by the word **there** in the second sentence of the second paragraph:

(4) Copy a few words from the story to indicate what causes the ashes and cinders to be hurled into the air.

EXERCISE C.

On the lines write the words of Column I opposite their meaning in Column II.

Col. I.

Col. II.

lava	old story	.....
crater	intensely	.....
legend	outside	.....
shapely	throwing back (of light)	.....
extremely	melted stone	.....
reflection	acted upon, changed	.....
affected	substance that will flow or pour	.....
surface	particularly	.....
fluid	cup	.....
especially	regular in form	.....

Number of answers 28. Number correct

READING EXERCISE No. 42.

Varieties—kinds, sorts

Specimens—samples

Improved—better

Classifying—arranging in groups

Profusely—freely

Patient—person under the care of

Hobby—a favourite occupation

a doctor

Did you ever think what would happen if for one year all the plants of the world went on strike and refused to produce seeds? If that were to happen we should all starve, for not only should we have no flowers but there would be no wheat or grain of any kind, no fruit and no vegetables. Plants and seeds are so necessary that their study is very important. We call this study Botany, and a person who is engaged in it, or who makes it his hobby, we call a botanist.

More than two hundred years ago there lived in Sweden a boy called Carl Linn. Before he was four years old he could name all the plants in his father's garden. Year by year his interest in growing things increased. He spent hours watching plants grow, hunting up new varieties, and transplanting them into his own garden.

Carl's father had very little money. He was disappointed when he saw that his son spent all his time wandering about looking at plants, and finally took the boy away from school and sent him to work for a shoemaker. This was too much for Carl. He could not bear to spend the whole day cooped up in a stuffy shop, away from the clear air and his beloved flowers. He promised his father that if he might go back to school he would try to do better and prove that the money spent on his education was not wasted. He did try, but without much success, as his mind was really with the growing things outside. Then a friend, who was a doctor, offered to take him. The doctor thought that as medicine and botany were so closely related, Carl might find something that would satisfy his longing. Carl was delighted with this opportunity and now he really worked. Soon he was ready to go to the University, where he began to study medicine but still kept up his work in botany. He was very poor, as his father could afford to send him only forty dollars a year. Sometimes he was hungry, and when it was cold he stuffed papers inside his coat to help him keep warm.

He was not discouraged but continued his work and at last finished his course. He had done so well in his studies of plants that he was sent by the University to study the plants of Lapland and bring back specimens. On this trip he travelled more than five thousand miles, mostly on foot. Afterwards he wrote a book describing his experiences.

Carl Linn was now famous as a botanist, but when he tried to make a living as a doctor he found very few patients. He was glad to take a position as a professor of medicine and botany in a university. His fame spread and his king made him a noble; people came from all parts of the world to listen to his lectures. Books and curious plants were presented to him by admirers in every quarter of the globe. From these gifts he built up a collection that is still one of the best in the world.

Before he died, Linnaeus, as he was now called, taught the botanists of the world an improved method of naming and classifying plants. In his honour the name Linnae was given to his favourite

plant, a dainty flower which grows profusely in northern countries and which we call the "Twin Flower."

EXERCISE A.

In the story underline and number:

1. One thing that we should not have if the plants produced no seeds.
2. The name of the country in which this boy lived.
3. Two words in the second paragraph that mean the same as plants.
4. The occupation of the man with whom Carl first worked.
5. The words that tell how he travelled in Lapland.
6. The words that tell that he was not successful as a doctor.

EXERCISE B.

In each group underline the word or words making the best ending:

1. To go on strike means (a) to go on working, (b) to refuse to work, (c) to strike someone, (d) to strike one's self.
2. If plants did not produce seeds, we should (a) eat fruit, (b) eat flour, (c) eat vegetables only, (d) starve.
3. A person who makes a study of plants is called (a) a botany, (b) a hobby, (c) a botanist. (d) a specimen.
4. Carl first showed his interest in plants, when (a) he was at school, (b) he went to the University, (c) he became a professor, (d) he was very young.
5. Carl was taken out of school, because (a) he was too old, (b) he was too young, (c) he was not working hard enough, (d) he was not well.
6. He did not like to work for the shoemaker, because (a) he was lazy, (b) he was not interested in shoe-making, (c) he did not know how to make shoes, (d) he did not like the smell of leather.
7. Medicine and botany are related, because (a) many medicines are made from plants, (b) medicine provides many things for botany, (c) doctors study botany all the time, (d) books are written about both.
8. In this story "to be cooped up" means (a) to be displeased, (b) to be placed in a coop, (c) to be kept in a close stuffy place, (d) to go to school.
9. We know that Carl worked hard with the doctor, because (a) he liked to study medicine, (b) he liked the doctor, (c) he was soon ready to go to the University.
10. While at the University he studied (a) botany only, (b) music only, (c) medicine only, (d) botany and medicine.
11. He was most successful in his study of (a) botany, (b) medicine, (c) music, (d) medicine and music.
12. Carl's father sent him very little money, because (a) he was stingy, (b) Carl wasted money, (c) he had very little himself, (d) Carl did not need much.
13. Carl was sent to Lapland (a) to study the people, (b) to study the plants of that country, (c) to write a book, (d) to travel for his health.

Number of answers 19. Number correct.....

READING EXERCISE No. 43.

Agate—small stone or mineral, Embedded—fixed	
partly clear and having bands	Tinged—slightly coloured
of various colours blended together.	Lustre—brightness, sheen, brilliance
Relative—of the same family	Varying—differing, ranging
Indispensable—cannot be done without	

You have all played with marbles and no doubt many of you have found agates on the sea beach.

Beautiful stones have always been strangely attractive to human beings. The most precious and costly stones are spoken of as gems, and of all gems the diamond is the most highly prized. Would you imagine that the diamond is a near relative of coal? Such, however, is the case; for both diamonds and coal are forms of the same substance, carbon. In fact, coal is sometimes called black diamond. At some far distant period in the history of the earth, the carbon of the diamonds was melted by intense heat. Then, while cooling, this carbon was pressed down by enormous pressure of some sort until it hardened in the form of the brilliant crystals known to us as diamonds.

Diamond is the hardest known substance. It is exceedingly useful in cutting and engraving other very hard substances. By means of the diamond drill it is possible to bore through the hardest rock. The diamond drill is indispensable in rock mining, in driving tunnels through mountains of rock and in drilling oil wells.

Although, like gold nuggets, diamonds are sometimes found in the beds of streams, they are usually found embedded in the earth where they must be mined. In their natural state or "in the rough," they are dull in colour and must be cut and polished. Although the largest diamond ever found was as large as a man's fist, the vast majority of diamonds are quite small, varying in size from tiny crystals no larger than a grain of wheat to a few as large as walnuts.

Although usually colourless and clear as crystal, they are sometimes tinged with blue, red, green, yellow, orange, brown and even black. Those of the finest lustre are said to be diamonds "of the first water" and are so clear that they cannot be seen in water.

The first diamonds came from India and indeed many of the rarest ones known have come from the East Indies. In more modern times these precious gems have been discovered in Australia and in Brazil. At the present time the largest mines in the world are in South Africa.

EXERCISE A.

From the selection read, choose the proper word or words to fill in the blanks in the following:

- (1) Diamonds and other precious stones are called.....
- (2) Diamonds and coal are both forms of.....
- (3) The diamond is useful in cutting and engraving hard substances because it is.....
- (4) A very important tool used in drilling oil wells is.....
- (5) Diamonds are sometimes found in.....
but usually they are found.....
where they must be.....
- (6) A diamond "in the rough" means.....
- (7) A diamond "of the first water" means.....
- (8) When taken from the mine they are.....
in colour and must be.....
and.....
- (9) Diamonds when found, usually vary in size from.....
..... to
- (10) They are sometimes tinged with.....
- (11) Diamonds were found first in
- (12) They were also found in.....
and.....
- (13) The largest diamond mines in the world are in.....

EXERCISE B.

In the selection draw a heavy line under the word or words telling:

- (1) The name of the substance of which the diamond is one form and coal another.
- (2) In what form gold is sometimes found.
- (3) How diamonds were formed.
- (4) One use of the diamond besides its use as a gem.
- (5) What diamonds of the finest lustre are called.
- (6) Where the largest mines in the world are.

Number of answers 26. Number correct.....

READING EXERCISE No. 44.

Leisure—spare time
Romance—pleasing adventures

Tushes—tusks

Whetted—sharpened

Extinct—long since dead

Meteors—shooting-stars

Lunar—belonging to the moon

Sickle—a curved knife

Horizon—the line between earth and sky

The Sun is the friend and companion of Man during his hours of labour; the Moon accompanies him in his hours of leisure and romance. Sunlight gleams on the polished plough-share, the whetted scythe and the sweating brow of the toiler. Moonlight touches with silver the ripples of lake and stream, the ivory tushes of the wild boar, and the rounded arms of the maiden and her lover.

Of all the heavenly bodies the Moon is nearest to the Earth. It would take over a hundred years to fly to the Sun; but a Kingsford-Smith could fly to the Moon in a hundred days. No doubt he would find it very difficult to make a landing, for the surface of the Moon is very rough. Huge mountains, pitted with the craters of extinct volcanoes, surround its desert plains. There are no waters on which a sea-plane could alight, and no grassy fields or level plains on which an ordinary air-craft could make a landing. The plains are covered with countless meteors, ranging in size from tiny pebbles to boulders larger than a house.

If this Kingsford-Smith succeeded in landing, he would find no air to breathe, no water to drink and no food to eat. If he landed during the lunar day, his gasoline (if he had any left) would be exploded by the terrific heat; and, if he landed during the lunar night, he himself would be frozen to death. If he jumped up and down to keep warm, he would rise sixty feet at every leap. No clouds would shut out the stars, which could be seen as well by day as at night. The sky would be black instead of blue and the stars would not twinkle, but would look like brilliant points of light on a curtain of black velvet. Even his own shadow would be as black as ink, and, if he shouted for help, he could not hear his own voice.

We always see the new moon, like a sickle of silver, in the west just after sunset. In a week's time we shall see the half-moon mid-day in the heavens, as the Sun sinks below the horizon. Two weeks from the time of the new-moon, just as the god of day bids farewell to the earth, we behold the full-orbed Moon ascend the eastern sky.

EXERCISE A.

Underline in the story the words which tell that:

1. The wind was blowing gently on the lake.
2. The surface of the Moon is not smooth.
3. There are deep round hollows on the mountains of the Moon.
4. Many meteors fall on the Moon.
5. There are no sounds on the Moon.

EXERCISE B.

From the list in Column II. choose the right meaning for each word in Column I. and write it in the blank after the word:

I.

accompanies	adventure
leisure	shines
romance	sharpened
gleams	goes along with
whetted	spare time
tushes	shooting-stars
extinct	belonging to the Moon
meteors	where earth and sky seem to meet
lunar	dead
sickle	long, sharp teeth
horizon	a sharp curved knife

EXERCISE C.

Underline the sentences that make true statements:

1. The Sun is nearer to the Earth than is the Moon.
2. There are no lakes on the Moon.
3. The mountains of the Moon are worn into rough ridges by running streams.
4. The nights on the Moon are very hot.
5. A man can jump higher on the Moon than he can on the Earth.
6. The clouds make dark shadows on the Moon.
7. The new-moon is always seen in the west.
8. The full-moon is seen in the south at sunset.

EXERCISE D.

In the following underline the word or words making the best ending:

1. The Moon is liked best by (a) owls, (b) wild boars, (c) workers, (d) robins.
2. The surface of the Moon would make (a) a good landing-place for aviators, (b) a good chicken ranch, (c) a good graveyard, (d) a good field for collecting meteors.
3. The new-moon is usually seen (a) at sunrise, (b) at sunset, (c) at midnight, (d) at mid-day.
4. A journey at night is best taken (a) at new-moon, (b) at half-moon, (c) when there is a full-moon but a cloudy sky, (d) when there is no moon but a clear sky.

Number of answers 28. Number correct.....

READING EXERCISE No. 45.

Scoured—searched carefully
Muffled—with the sound
 deadened
Quiver—trembling
Sever—cut
Mortal—causing death

Vikings—seamen of ancient
 Norway
Sea-faring—going on the sea
Fiords—narrow bays in a rocky
 coast
Monarch—ruler or king
Century—one hundred years

In the earlier part of the last century stout whaling ships, manned by hardy seamen, scoured the seas in search of the whale. When the monster was sighted, as he came to the surface to breathe, a boat was lowered, and sturdy rowers took the oars, while the harpooner with his long spear of steel stood in the bow. A great coil of rope fastened harpoon and boat. Steadily they approached with muffled oars. There was the quiver all brave men feel in the presence of death, for this was the most dangerous task on the dangerous sea.

When the whale rose to view, the harpoon was hurled with deadly aim and buried deep in the side of the victim. The wounded monster tore rapidly through the churning waters, while the harpoon line was paid out to the last inch. The men shipped their oars, grasped the sides of the boat, and, harnessed to their furious steed, began the race of death.

The harpooner crouched in the bow, axe in hand, for, if the whale dived too deep, he must sever the rope or else the men would be dragged under to their doom. If the wound was mortal, blood appeared on the surface of the water, and the whalers knew that the rich prize would soon be within their grasp.

But that is the story of the past. Over fifty years ago, Sven Foyn, a Norwegian, invented the harpoon-gun which shoots an anchor-like weapon from the deck of a steamer. Look on the map for Herschel Island in the Arctic, the greatest whaling station in the world. There, while the short northern summer is one unending day, the whaling steamers gather from the ports of every sea-faring nation to reap a rich harvest of oil and whalebone from the monarch of the deep. Since the days of the Vikings, the bold sailors from the fiords of Norway have excelled all others in the capture of the whale.

The whale that is captured to-day may have followed Columbus when he sailed to the New World, for this grand old monarch of the deep may roam the seas for hundreds of years. He may roll on the waves and bask in the brine century after century, adding to his goodly store of blubber and oil, if only he can avoid his great enemy, man.

EXERCISE A.

In the story underline the words which tell that:

1. Whaling-ships made long voyages.
2. The whalers were strong men.
3. The whale is a stout swimmer.
4. The whale is the most powerful creature on the sea.
5. Whale-oil and whalebone are valuable.

EXERCISE B.

Number the following statements in the order in which they should occur:

() The rowers shipped the oars. () The whale was sighted.
() The rowers took the oars. () Hardy seamen searched for the whale. () The harpoon was thrown. () The whale came to the surface to breathe. () Blood appeared on the water.

EXERCISE C.

The meaning of each word in Column I is to be found in Column II. In the blank, write the meaning of each word:

I.	II.
coil	done better than others
victim	seized
excelled	horse
churning	sad fate
grasped	roll
steed	causing death
shipped	one who is injured
doom	dashing up and down
fiords	laid down
mortal	narrow bays

EXERCISE D.

Underline the statement which will best complete the sentence:

1. A voyage made in the earlier part of the last century might have taken place in (a) 1912, (b) 1830, (c) 1728, (d) 1870.
2. The harpoon-line was fastened to the boat, so that (a) the whale would not swim away with the harpoon, (b) the whale could not dive deep, (c) the whale could not escape, (d) the whale could be towed back after he was dead.
3. The men grasped the sides of the boat, because (a) there was no need of rowing, (b) the boat was swaying dangerously, (c) they were having a pleasant ride, (d) they had shipped their oars.
4. The harpooner expected to cut the rope, if (a) the whale dived suddenly, (b) the wound was not mortal, (c) the boat was being drawn under the surface, (d) they wished to return to the ship.
5. The whale is monarch of the deep, because (a) he dives deep, (b) he is the largest creature of the sea, (c) he lives to be very old, (d) he is hard to capture.

EXERCISE E.

Arrange the headings of the paragraphs in their proper order:
Modern Whaling. The Dangerous Ride. The Age of the Whale.
The Death or Escape of the Whale. Approaching the Whale.

1.
2.
3.
4.
5.

Number of answers 32. Number correct.....

READING EXERCISE No. 46.

Cunningly—cleverly

Wrought—worked, made

Horae—goddesses of the seasons

Dome—a rounded roof, shaped like the half of a ball

Smitten—struck

Portals—gateways

Heed—obey

Helios dwelt with his sister Aurora, the Goddess of the Dawn, in the wonderful palace of gold which Vulcan had so cunningly wrought for him. Every morning, commencing his daily journey through the skies, he drove through its glittering portals his gilded chariot drawn by fiery horses. Never were there such marvellous steeds as these spirited animals which drew the sun-god on his shining pathway across the heavens. They were cared for by the Horae and obeyed no hand but that of Helios himself.

Now Helios had a son Phaethon, a proud, handsome youth, who wished to shine before all men with a glory equal to that of his father. One day he begged Helios to grant him one wish. The sun-god gave his promise, but, when he heard what the youth desired, he tried to persuade him to give up his wish. Phaethon, however, would not heed the words of his father and hastened to the Horae, saying, "To-day I guide the chariot of Helios across the dome of heaven. Haste and make ready for me the fiery horses."

Eagerly he seized the reins and began his gleaming course. The splendid chariot mounted the high heaven so rapidly that the heart of the young man was filled with fear, and the reins trembled and shook in his grasp. Well the horses knew that the strong hand of Helios was not guiding them. Wilder and wilder grew their pace until soon they left their accustomed path, which led through the gates of evening to the cool ocean. Down they plunged, nearer and nearer to the fields and the forests of earth.

And what terrible destruction followed! The smiling green meadows were changed to wastes of black and brown. The mighty trees of the forest were laid low and the rivers dried up in their courses. Bird and beast perished and everywhere men looked in vain for cooling cloud above or friendly fountain below. Death was everywhere.

Then Father Zeus looked down upon the suffering earth and knew that Phaethon must be smitten from the seat of his father or all men would perish. Then the thunders rolled and the lightnings flashed. Phaethon, struck by one of Zeus' thunderbolts, fell headlong from the flaming chariot of the sun-god, down, down to his death in the green depths of the ocean below.

EXERCISE A.

In the story underline the following:

(1) The word meaning usual.

(2) Three words describing the horses of Helios.

(3) The sentence which tells why the horses grew so wild.

(4) The second of the terrible results of Phaeton's ride mentioned in the story.

EXERCISE B.

Copy from the story the phrases or sentences which mean the same as the following:

- (1) The horses took a different road from that which they usually followed.
- (2) Helios guided his golden car through the shining gates of his palace.
- (3) Phaethon refused to take Helios' advice.
- (4) Phaethon was afraid.
- (5) The fields were burned up.

EXERCISE C.

Fill each blank with **one** word taken from the story:

- (1) Can I.....you to stay a little longer.
- (2) The travellers suffered great hardships in the frozen.....of the North.
- (3) The unfortunate man plunged.....to the ground. (Use a word of eight letters.)
- (4) Can you.....us safely through the mountains?
- (5) Many people.....during the long famine.
- (6) The treasure was.....hidden.
- (7) He was very anxious to go and.....seized the very first opportunity.

EXERCISE D.

Underline the best completion of each of the following:

- (1) Phaethon was destroyed by (a) Helios, (b) Aurora, (c) the Horae, (d) Zeus, (e) Vulcan.
- (2) The palace of Helios was in the (a) north, (b) south, (c) east, (d) west.
- (3) Phaethon was punished, (a) because Zeus was jealous of him, (b) because he was disobedient, (c) so that the earth might not be destroyed, (d) because he was proud, (e) because Helios did not want him to drive his golden chariot.

Number of answers 19. Number correct.....

EXERCISE B

1. The police took a foot patrol from the station house to the scene of the robbery. (1)
2. The police took a foot patrol from the station house to the scene of the robbery. (2)
3. The police took a foot patrol from the station house to the scene of the robbery. (3)
4. The police took a foot patrol from the station house to the scene of the robbery. (4)
5. The police took a foot patrol from the station house to the scene of the robbery. (5)

6. The police took a foot patrol from the station house to the scene of the robbery. (6)
7. The police took a foot patrol from the station house to the scene of the robbery. (7)

8. The police took a foot patrol from the station house to the scene of the robbery. (8)
9. The police took a foot patrol from the station house to the scene of the robbery. (9)
10. The police took a foot patrol from the station house to the scene of the robbery. (10)
11. The police took a foot patrol from the station house to the scene of the robbery. (11)
12. The police took a foot patrol from the station house to the scene of the robbery. (12)
13. The police took a foot patrol from the station house to the scene of the robbery. (13)
14. The police took a foot patrol from the station house to the scene of the robbery. (14)
15. The police took a foot patrol from the station house to the scene of the robbery. (15)

16. The police took a foot patrol from the station house to the scene of the robbery. (16)
17. The police took a foot patrol from the station house to the scene of the robbery. (17)
18. The police took a foot patrol from the station house to the scene of the robbery. (18)
19. The police took a foot patrol from the station house to the scene of the robbery. (19)
20. The police took a foot patrol from the station house to the scene of the robbery. (20)

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